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ABSTRACT

This curriculum guide provides a model for a postsecondary nurse aide program. It is divided into 10 sections. Section 1 overviews the philosophy, purpose, and goals for vocational education in Georgia. Contents of section 2 include a definition of the guide's purpose and program objective. Section 3 describes the occupational field, discusses employability skills, and provides information on exit points and task listing by Dictionary of Occupational Titles code. An example of a course outline is provided in section 4. Section 5 contains the unit guides for 11 units and 82 tasks. Each task contains the following information: task, performance objective, instructional activities, suggested instructional materials, evaluation, and classroom hours. Topics covered include introduction to nursing assistance, personal care, aseptic/isolation techniques, vital signs, ambulating and transporting, dependent patient care, patient treatments, emergency procedures, urinary and bowel care, maternal and infant care, admission and discharge, and housekeeping. Section 6 includes an instructional resource matrix, list of textbooks, suppliers of materials, and additional instructional resources. Forms for recording student progress are provided in section 7. Section 8 addresses working with special needs students. Sections 9 and 10 contain facility layouts and definitions of terms. (YLB)

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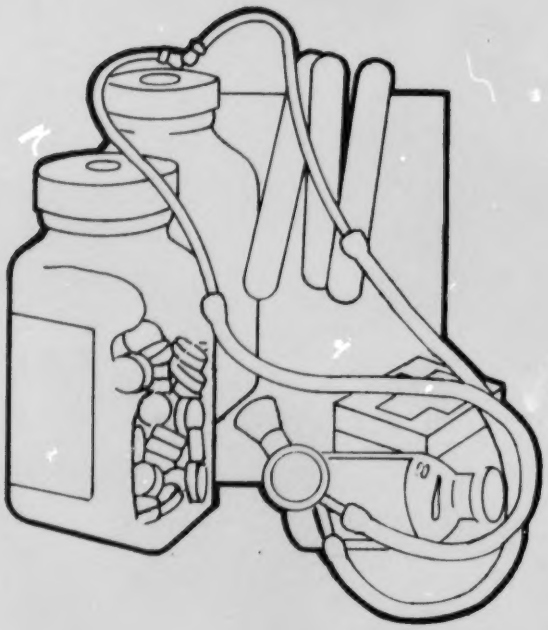

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CURRICULUM GUIDE

Georgia Department of Education

NURSE AIDE

Developed Under Contractual Agreement with

Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1981

NURSE AIDE

Developed By

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POLICIES AND PROCEDURES FOR THE CENTER

PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the Division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching of Vocational Education.

2. Conduct and report curriculum research related to Vocational Education.

3. Provide a production and dissemination center for Vocational Education materials.

4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.

5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

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SECTION I

PHILOSOPHY & GOALS

VOCATIONAL EDUCATION IN GEORGIA

A. PHILOSOPHY

The Georgia Board of Education perceives vocational education as a vital component in the education of the young and adult citizens of this State. Appropriate programs of vocational education and ancillary services should be made readily available to individuals in middle schools, high schools, postsecondary area vocational-technical schools, vocational divisions of junior colleges, vocational centers, the Quick Start program and other adult programs designed to train or retrain workers for useful and satisfying employment.

Special services and assistance must be provided to those who need it in order to participate or benefit from vocational education. This includes women, minorities, the displaced homemaker and other displaced workers, those with limited English-speaking ability, the disadvantaged and the handicapped.

Since men and women spend the greater part of their lives at some form of work, the State should provide opportunities for all its citizens to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially useful employment.

B. PURPOSE

The purpose of vocational education shall be to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain and advance in recognized occupations.

POSTSECONDARY VOCATIONAL EDUCATION

A. PURPOSE

The purpose of postsecondary vocational-technical education in Georgia is to improve the economic well-being of adult citizens by providing access to high quality vocational-technical training for skilled and semi-skilled occupations, for improvement of existing skills or for retraining in a new occupation.

B. OBJECTIVES

1. To provide vocational-technical education programs and ancillary services commensurate with the needs and interests of students and available job opportunities.

2. To provide vocational-technical education programs which are current with the state-of-the-art, competency-based, and offer multiple exit points to accomodate the students' occupational objectives.

3. To provide vocational-technical education programs which are articulated with available high school counterparts, to facilitate an easy transition from secondary to postsecondary levels without loss of credit.

4. To provide vocational-technical education programs such that 75% of those individuals who leave or complete a program of occupational preparation will find employment in the field, or a related field, for which trained.

5. To provide those guidance, counseling, financial aid, evaluative, job placement, remedial and other supportive programs and services needed by students to enroll, complete a program and become, or remain, employable in a skilled or semi-skilled occupation.

6. To provide needed assistance to special populations to include women, minorities, limited English-speaking, the displaced homemaker and other displaced workers, the disadvantaged and the handicapped.

7. To provide vocational-technical education programs for full-time and part-time students on campus during the day as well as the evening hours, and to provide appropriate programs for full-time and part-time students off campus in businesses and industries, comprehensive high schools and other locations within the respective schools' service areas.

8. To serve as a center for the delivery of postsecondary and adult vocational-technical education programs and services for the community and assigned service area.

STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE AND GOALS FOR VOCATIONAL EDUCATION

SECTION II

PURPOSE & OBJECTIVES

PURPOSE OF GUIDE

The purpose is defined in terms of the functional needs of each of the identified classes of users in the secondary and post secondary systems.

(a) Vocational teachers.

1. Provide a guide for organizing their program of instruction,
2. Assist in establishing program objectives,
3. Serve as a curriculum materials resource guide,
4. Improve communications with employers and advisory committees,
5. Facilitate competency based instruction,
6. Facilitate either group or self-paced instruction,
7. Include content by quarter and semester,
8. Cross-reference with existing state developed instructional materials (PLACE packages and post secondary I.I.).

(b) Vocational supervisors and administrators.

1. Assist in defining the scope and content of their programs,
2. Provide a means to improve curriculum management functions,
3. Serve as a guide for admissions and job placement functions,
4. Improve communications with employers and advisory committees.

(c) Counseling and guidance staff.

1. Provide a data base for counseling and guidance personnel,
2. Identify student exit points (Carrer Options),
3. Serve as guide for admissions and job placement,
4. Correlate with the new State Board of Education graduation requirements,
5. Provide specific content sequencing by quarter and semester for student scheduling,
6. Provide (a) curriculum options for the disadvantaged handicapped student, (b) curriculum modifications for SPECIAL NEEDS students, (c) typical admission requirements for regular and SPECIAL NEEDS students.

(d) Local Curriculum Coordination Committees.

1. Serve as a guide in working out articulation arrangements,
2. Improve definitions of the relationship between secondary clusters and post secondary specialized programs.

This guide will serve as an ideal communication device between school personnel and the craft advisory committee. By personally reviewing the guide with the local craft advisory committee the teacher will be able to maintain the accuracy of the guide in terms of the local job market and will also be able to inform representatives of local industry regarding the content of the program itself.

NURSE AIDE PROGRAM OBJECTIVE

Given appropriate instruction, as suggested by this guide, a student completing the program should demonstrate entry level skills as a Nurse Aide in the areas of knowledge, tool usage, related supportive skills and occupational survival skills.

As the student progresses through the program, sufficient competencies will be acquired to enable the student to enter the occupational field at the following curriculum exit points.

Hospital Entrance Attendant	(D.O.T. Code 355.677-014)
Occupational Therapy Aide	(D.O.T. Code 355.377-010)
Home Attendant	(D.O.T. Code 354.377-014)
Orderly	(D.O.T. Code 355.674-018)
Nurse Aide	(D.O.T. Code 355.674-014)

SECTION III

D. O. T. DESCRIPTION, EXIT POINTS, TASKS

DESCRIPTION OF OCCUPATIONAL FIELD

The primary purpose of this section is to provide a general orientation to the occupational field. This orientation may be used by counseling and guidance staff in helping students to select subject areas. It may also be used by instructors for new students just entering the program area. The description delimits the scope of the occupational field in terms of the range of activities involved in a series of occupations. It contains information about career potential within the occupational field, including job market conditions and trends.

The description identifies prerequisite skills and knowledge for those students interested in entering the occupational field. In addition, the Description of Occupational Exit Points are provided to aide the instructor in identifying possible jobs for early leavers. A listing of employability skills is also included in this section.

DESCRIPTION OF OCCUPATION

Nursing Aides and Orderlies*

D.O.T. 355.674-014, 355.674-018

Nature of the Work

Nursing aides and orderlies perform a variety of duties to care for sick and injured people. They also are called nursing assistants, auxiliary nursing workers, geriatric aides, and (in mental institutions) psychiatric aides.

Nursing aides and orderlies answer patients' bell calls and deliver messages, serve meals, feed patients who are unable to feed themselves, make beds, and bathe and dress patients. They also may give massages, take temperatures, and assist patients in getting out of bed and walking. Orderlies escort patients to operating and examining rooms and transport and set up heavy equipment. Some attendants may store and move supplies in hospital pharmacies or supply rooms.

The duties of nursing aides depend on the policies of the institutions where they work, the type of patient being cared for, and—equally important—the capacities and resourcefulness of the nursing aide or orderly. In some hospitals, they may clean patients' rooms and do similar housekeeping tasks. In others, they may help registered nurses and licensed practical nurses care for patients. The work depends on whether the patient is confined to bed after major surgery, is recovering after a disabling accident or illness, or needs assistance with daily activities because of advanced age.

*From Occupational Outlook Handbook, 1980-81

Another occupation similar to nursing aide is homemaker-home health aide. Working in the homes of patients, they perform duties similar to those of nursing aides, as well as cooking and other light housework. (See statement on homemaker-home health aides elsewhere in the Handbook.)

Working Conditions

With few exceptions, the scheduled workweek of attendants in hosptials is 40 hours or less. Because patients need care 24 hours a day, scheduled work hours include nights, weekends, and holidays. Workers spend many hours standing and may have to move patients in bed or help them stand or walk.

Nursing aides often empty bed pans, change soiled bed linens, and care for disoriented and irritable patients. Many gain personal satisfaction, however, from assisting those in need.

Places of Employment

Most nursing aides and orderlies work in hospitals, although a rapidly growing number work in nursing homes and other institutions that provide facilities for long-term care and recuperation.

Training, Other Qualifications, and Advancement

Some employers prefer high school graduates, but many, such as Veterans' Administration hospitals, do not require a high school diploma. Employers often accept applicants who are 17 or 18 years of age. Others—particularly nursing homes and mental hospitals—prefer to hire more mature persons who are at least in their mid-twenties.

Nursing aides generally are trained after they are hired. Some institutions combine on-the-job training, under registered nurses or licensed practical nurses, with classroom instruction. Trainees learn to take and record temperatures, bathe patients, change linens on beds occupied by patients, and move and lift patients. Training may last several days or a few months, depending on the policies of the hospital or other institution, the complexity of the duties, and the aide's aptitude for the work.

Courses in home nursing and first aid, offered by many public school systems and other community agencies, provide a useful background of knowledge for the work. Volunteer work and temporary summer jobs in hospitals and similar institutions also are helpful. Applicants should be healthy, tactful, patient, understanding, emotionally stable, and dependable. Nursing aides, as other health workers, should have a genuine desire to help people, be able to work as part of a team, and be willing to perform repetitive, routine tasks.

Opportunities for promotion are limited without further training. Some acquire specialized training to prepare for better paying positions such as hospital operating room technician.

To become licensed practical nurses, nursing aides must complete the year of specialized training required for licensing. Some inservice programs allow nursing aides to get this training while they continue to work part time.

Nursing aides and orderlies in hospitals and similar institutions generally receive at least 1 week's paid vacation after 1 year of service. Paid holidays and sick leave, hospital and medical benefits, extra pay for late-shift work and pension plans also are available to many hospital employees.

Employment Outlook

Employment of nursing aides and orderlies is expected to increase faster than the average for all occupations through the 1980's. In addition to those needed because of employment growth, many thousands will be needed each year as workers die, retire, or leave the occupation for other reasons.

Although most jobs for nursing aides and orderlies currently are in hospitals, most new openings will be in nursing homes, convalescent homes, and other long-term care facilities. Major reasons for the expected growth of the occupation are the increasing need for medical care of a growing population, including a larger proportion of elderly people, and the increasing ability of people to pay for health care, largely as a result of the growth in public and private insurance.

Related Occupations

Nursing aides and orderlies follow the orders of nurses or other supervisors and assist with the care and treatment of sick or infirm patients. They may move and assemble heavy equipment and perform housekeeping chores. Other workers with similar duties include school child care attendants, companions, occupational therapy aides, physical therapy aides, caretakers, central supply workers, and cook's helpers.

Sources of Additional Information

Information about employment may be obtained from local hospitals and nursing homes.

EMPLOYABILITY SKILLS

In addition to the aptitudes, abilities, interests, physical requirements and job skills listed in the preceding Description of Occupation, employability skills exert a great deal of influence on a person's ability to get and keep a job. Surveys indicate that more people lose their jobs because of poor attitudes toward their job than for lack of job skills. For this reason it is important that information concerning the following employability skills be provided as an ongoing part of the program.

1. Getting a job
   a. Filling out job applications
   b. Developing a resume
   c. Preparing for a job interview

2. Keeping a job
   a. Be on time and regular in attendance
   b. Maintain a fair share of the work-load
   c. Work without supervision
   d. Meet production schedules
   e. Properly care for and use equipment
   f. Dress appropriately for the job
   g. Maintain good personal hygiene
   h. Develop and maintain good communication with supervisors and co-workers

354.377-014 HOME ATTENDANT (per. ser.) home health aide

Cares for elderly, convalescent, or handicapped person in patient's home, performing any combination of the following tasks: Changes bad linens, washes and irons patient's laundry, and cleans patient's quarters. Purchases, prepares and serves food for patient and other members of family, following special prescribed diets. Assists patients into and out of bed, automobile, or wheelchair, to lavatory and up and down stairs. Assists patient to dress, bathe and groom self. Massages patient and applies preparations and treatments, such as liniment or alcohol rubs and heat-lamp stimulation. Administers prescribed oral medications under written direction of physician or as directed by home care nurse. Accompanies ambulatory patients outside home, serving as guide, companion and aide. Entertains patient, reads aloud and plays cards or other games with patient. Performs variety of miscellaneous duties as requested, such as obtaining household supplies and running errands. May maintain records of services performed and of apparent condition of patient. May visit several households to provide daily health care to patients.

355.377-010 OCCUPATIONAL THERAPY AIDE (medical ser.)

Assists OCCUPATIONAL THERAPIST (medical ser.) or OCCUPATIONAL THERAPY ASSISTANT (medical ser.) in occupational therapy program in hospital or similar institution. Performs program support services, such as transporting patient, assembling equipment and preparing and maintaining work areas, as directed by OCCUPATIONAL THERAPIST (medical ser.) or OCCUPATIONAL THERAPY ASSISTANT (medical ser.). Assists in maintaining supplies and equipment. May assist in selected aspects of patient services as assigned.

245.362-014 WARD CLERK (medical ser.) floor clerk

Prepares and compiles records in hospital nursing unit, such as obstetrics, pediatrics, or surgery: Records name of patient, address, and name of attending physician to prepare medical records on new patients. Copies information, such as patient's temperature, pulse rate, and blood pressure from nurses' records onto patient's medical records. Records diet instructions. Keeps file of medical records on patients in unit. Prepares notice of patient's discharge to inform business office. Requisitions supplies designated by nursing staff. Answers telephone and relays messages to patients and medical staff. Directs visitors to patients' rooms. Distributes mail, newspapers, and flowers to patients. May compile census of patients. May assist in patient care and services, such as dressing and feeding patient. May keep record of absences and hours worked by unit personnel.

355.677-014 HOSPITAL ENTRANCE ATTENDANT (medical ser.) hospital messenger

Directs or escorts incoming patients or visitors from hospital admitting office or reception desk to designated area in hospital or clinic: Carries patient's luggage. Assists patient in walking to prevent accidents by falling or transports nonambulatory patient, using wheelchair. Delivers messages and files papers for office staff. May be designated according to area assigned as ADMITTING OFFICE GUIDE (medical ser.); OUT-PATIENT-CLINIC-GUIDE (medical ser.).

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*From D.O.T.

TASK LISTING BY DOT CODE

Nurse Aide

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS							
		DOT DESCRIPTIONS	Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Ward Clerk	Hospital Entrance Clerk	
		DOT NO.	355.674-014	355.674-018	354.377-014	355.374-010	245.362-014	355.677-014	
	FOUNDATIONS								
1.	Introduction to Nursing Assistance		X	X					
	PERFORMANCE GROUP I: Personal Care								
1.	Assist the Patient to Maintain Oral Hygiene		X	X	X				
2.	Assist the Patient with Elimination		X	X	X				
3.	Give the Patient a Back Rub		X	X	X				
4.	Give Bed Bath		X	X	X				
5.	Assist with Shower		X	X	X				
6.	Assist with Tub Bath		X	X	X				
7.	Dress Adult Bed Patient		X	X	X				
8.	Shave Male		X	X	X				
9.	Give Shampoo to Bed Patient		X	X	X				
10.	Brush or Comb Hair		X	X	X				
11.	Care for Nails		X	X	X				
12.	Adjust Bed to Different Positions		X	X	X				
13.	Make Unoccupied Beds		X	X	X				
14.	Make an Occupied Bed		X	X	X				
15.	Serve Food Tray		X	X	X				

TASK LISTING BY DOT CODE

Nurse Aide

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS: DOT NO.	Nurse Aide 355.674-014	Orderly 355.674-018	Home Attendant 354.377-014	Occupational Therapy Aide 355.374-010	Ward Clerk 245.362-014	Hospital Entrance Clerk 355.677-014	
16.	Provide Fresh Drinking Water		X	X	X				
17.	Assist Patient with Telephone		X	X	X				
18.	Care for Patient's Flowers		X	X	X				
	PERFORMANCE GROUP II: Aseptic/								
	Isolation Techniques								
1.	Wash Hands		X	X	X				
2.	Handle Sterile Equipment and Supplies		X	X					
3.	Put on Sterile Gloves		X	X					
4.	Prepare a Unit for Isolation		X	X					
5.	Put on and Remove Mask		X	X					
6.	Put on and Remove Gown		X	X					
7.	Perform Double Bagging		X	X					
8.	Serve and Remove Diet Tray in Isolation		X	X					
9.	Clean the Occupied Isolation Unit								
	PERFORMANCE GROUP III: Vital Signs								
1.	Take Temperature		X	X	X				
2.	Take Pulse		X	X	X				

TASK LISTING BY DOT CODE

Nurse Aide

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	DOT NO.	Nurse Aide 355.674-014	Orderly 355.674-018	Home Attendant 354.377-014	Occupational Therapy Aide 355.374-010	Ward Clerk 245.362-014	Hospital Entrance Clerk 355.677-014	
		DOT DESCRIPTIONS							
3.	Take Respirations		X	X	X				
4.	Take Blood Pressure		X	X	X				
	PERFORMANCE GROUP IV: Ambulating and Transporting								
1.	Assist to Dangle and Ambulate		X	X	X	X			
2.	Assist with a Wheelchair		X	X	X	X		X	
3.	Ambulate with Assistive Devices		X	X	X	X		X	
4.	Transfer with a Mechanical Lift		X	X	X	X			
5.	Transfer using a Stretcher		X	X	X	X		X	
	PERFORMANCE GROUP V: Dependent Patient Care								
1.	Position Dependent Patient		X	X	X				
2.	Assist Patient with ROM Exercises		X	X	X	X			
3.	Apply Anti-Embolic Stocking		X	X	X				
4.	Place Patient on Alternating Pressure Mattress		X	X					
5.	Apply Restraints		X	X					
6.	Feed the Patient		X	X	X				

TASK LISTING BY DOT CODE

Nurse Aide

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	DOT NO.	DOT DESCRIPTIONS: Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Ward Clerk	Hospital Entrance Clerk	
		355.674-014	355.674-018	354.377-014	355.374-010	245.362-014	355.677-014		
	PERFORMANCE GROUP VI: Patient Treatments								
1.	Apply Bandages and Binders	X	X	X					
2.	Apply Local Cold Treatments	X	X	X					
3.	Administer Tepid Baths	X	X	X					
4.	Apply Local Heat Treatments	X	X	X					
5.	Assist Patient with Sitz Bath	X	X	X					
6.	Assist a Patient with Breathing Exercises	X	X						
7.	Assist Patient with Postural Drainage	X	X						
8.	Measure Intake and Output	X	X	X					
9.	Apply or Remove Braces	X	X	X					
10.	Give Post-mortum Care	X	X						
11.	Change Colostomy Drainage Bag	X	X	X					
12.	Irrigate Colostomy	X	X	X					
	PERFORMANCE GROUP VII: Emergency Procedures								
1.	Perform Cardiopulmonary Resuscitation	X	X	X					
2.	Control External Hemorrhage	X	X	X					

TASK LISTING BY DOT CODE

Nurse Aide

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS: DOT NO.	Nurse Aide: 355.674-014	Orderly: 355.674-018	Home Attendant: 354.377-014	Occupational Therapy Aide: 355.374-010	Ward Clerk: 245.362-014	Hospital Entrance Clerk: 355.677-014	
		DOT DESCRIPTIONS							
3.	Immobilize a Fracture		X	X					
4.	Evacuate Patients		X	X					
	PERFORMANCE GROUP VIII: Urinary and								
	Bowel Care								
1.	Collect a Routine Urine Specimen		X	X	X				
2.	Collect a Clean-Catch Urine Specimen		X	X	X				
3.	Check Urine for Sugar and Acetone and								
	Specific Gravity		X	X					
4.	Collect a 24-Hour Urine Specimen		X	X	X				
5.	Give an Enema		X	X	X				
6.	Insert a Rectal Suppository		X	X	X				
7.	Collect a Stool Specimen		X	X	X				
8.	Remove a Fecal Impaction		X	X	X				
	PERFORMANCE GROUP IX: Maternal and								
	Infant Care								
1.	Carry Infant		X	X	X				
2.	Weigh and Measure Infant		X	X	X				
3.	Give Daily Care to Newborn		X	X	X				

TASK LISTING BY DOT CODE

Nurse Aide

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS: DOT NO.	355.674-014	355.674-018	354.377-014	355.374-010	245.362-014	355.677-014	
		DOT DESCRIPTIONS	Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Ward Clerk	Hospital Entrance Clerk	
4.	Feed an Infant		X	X	X				
5.	Give Perineal Care to Male and Female		X	X					
6.	Administer Vaginal Irrigations and Medications		X	X					
	PERFORMANCE GROUP X: Admission, Transfer and Discharge								
1.	Receive and Admit a Patient		X	X			X		
2.	Transfer a Patient		X	X			X		
3.	Discharge a Patient		X	X			X		
4.	Accept and Relay Telephone Messages		X	X		X	X		
5.	Receiving and Delivering Mail, Gifts and Flowers		X	X			X		
	PERFORMANCE GROUP XI: Housekeeping								
1.	Clean the Occupied Unit		X	X					
2.	Clean the Discharge Unit		X	X					
3.	Clean Special Areas		X	X					

SECTION IV

CURRICULUM STRUCTURE & COURSE OUTLINE

Course Outline

The following course outline is presented as a one quarter program. The course outline is to be used as an example to facilitate the development of alternative outlines for the individual learner. The listing of the tasks within the quarter is not meant to indicate a required sequence or pattern. All the tasks are independent except for the listed prerequisites; therefore, a group of students may begin the quarter by learning different tasks. If a traditional method of teaching is desired, simply proceed with task one and follow that outline throughout the program. The specific information required to teach the skills for each unit/task is included on the corresponding unit guide sheet in the Unit Guide section (Section V).

The time estimates are a minimum amount of time required and should be adjusted according to each learner's individual needs.

Exit points have been identified and are in the Task Listing by D.O.T. Code Table. A competency record (Section III) of all the tasks the learner can perform safely should be given to the prospective employers.

Suggested Course Outline Structure
for Nurse Aide

Unit	Title	Hours:Minutes
	FOUNDATIONS	
	Introduction to Nursing Assistance	3:00
	Performance Group: Personal Care	
1.01	Assist the Patient to Maintain Oral Hygiene	2:00
1.02	Assist the Patient with Elimination	1:00
1.03	Give the Patient a Back Rub	1:00
1.04	Give Bed Bath	1:00
1.05	Assist with Shower	:30
1.06	Assist with Tub Bath	1:00
1.07	Dress Adult Bed Patient	1:00
1.08	Shave Male	:30
1.09	Give Shampoo to Bed Patient	1:00
1.10	Brush or Comb Hair	1:00
1.11	Care for Nails	1:00
1.12	Adjust Bed to Different Positions	1:00
1.13	Make Unoccupied Beds	1:30
1.14	Make an Occupied Bed	1:30
1.15	Serve Food Tray	1:00
1.16	Provide Fresh Drinking Water	1:00
1.17	Assist Patient with Telephone	1:00
1.18	Care for Patient's Flowers	1:00
		22:00
	Performance Group: Aseptic/Isolation Techniques	
2.01	Wash Hands	2:00
2.02	Handle Sterile Equipment and Supplies	1:00
2.03	Put on Sterile Gloves	1:00
2.04	Prepare a Unit for Isolation	2:00
2.05	Put on and Remove Mask	:30
2.06	Put on and Remove Gown	:30
2.07	Perform Double Bagging	1:00
2.08	Serve and Remove Diet Tray in Isolation	:30
2.09	Clean the Occupied Isolation Unit	3:00
		11:30
	Performance Group: Vital Signs	
3.01	Take Temperature	1:00
3.02	Take Pulse	1:00

3.03	Take Respirations	2:00
3.04	Take Blood Pressure	1:00
		5:00

Performance Group: Ambulating and Transporting

4.01	Assist to Dangle and Ambulate	1:00
4.02	Assist with a Wheelchair	1:00
4.03	Ambulate with Assistive Devices	:30
4.04	Transfer with a Mechanical Lift	1:00
4.05	Transfer using a Stretcher	1:00
		5:00

Performance Group: Dependent Patient Care

5.01	Position Dependent Patient	1:30
5.02	Assist Patient with ROM Exercises	1:00
5.03	Apply Anti-Embolic Stocking	:30
5.04	Place Patient on Alternating Pressure Mattress	1:00
5.05	Apply Restraints	:30
5.06	Feed the Patient	1:00
		5:30

Performance Group: Patient Treatments

6.01	Apply Bandages and Binders	1:00
6.02	Apply Local Cold Treatments	1:30
6.03	Administer Tepid Baths	1:30
6.04	Apply Local Heat Treatments	1:30
6.05	Assist Patient with Sitz Bath	1:30
6.06	Assist a Patient with Breathing Exercises	1:00
6.07	Assist Patient with Postural Drainage	1:00
6.08	Measure Intake and Output	1:00
6.09	Apply or Remove Braces	1:00
6.10	Give Post-mortum Care	1:00
6.11	Change Colostomy Drainage Bag	1:00
6.12	Irrigate Colostomy	1:00
		14:00

Performance Group: Emergency Procedures

7.01	Perform Cardiopulmonary Resuscitation	8:00
7.02	Control External Hemorrhage	1:00

7.03	Immobilize a Fracture	1:00
7.04	Evacuate Patients	1:00
		11:00

Performance Group: Urinary and Bowel Care

8.01	Collect a Routine Urine Specimen	1:30
8.02	Collect a Clean-Catch Urine Specimen	1:30
8.03	Check Urine for Sugar and Acetone and Specific Gravity	1:30
8.04	Collect a 24-Hour Urine Specimen	1:00
8.05	Give an Enema	1:00
8.06	Insert a Rectal Suppository	1:00
8.07	Collect a Stool Specimen	:30
8.08	Remove a Fecal Impaction	:30
		8:30

Performance Group: Maternal and Infant Care

9.01	Carry Infant	1:00
9.02	Weigh and Measure Infant	1:00
9.03	Give Daily Care to Newborn	2:00
9.04	Feed an Infant	1:00
9.05	Give Perineal Care to Male and Female	1:30
9.06	Administer Vaginal Irrigations and Medications	1:00
		7:30

Performance Group: Admission and Discharge

10.01	Receive and Admit a Patient	1:00
10.02	Transfer a Patient	:30
10.03	Discharge a Patient	:30
10.04	Accept and Relay Telephone Messages	:30
10.05	Receive and Delivering Mail, Gifts and Flowers	:30
		3:00

Performance Group: Housekeeping

11.01	Clean the Occupied Unit	3:00
11.02	Clean the Discharge Unit	1:30
11.03	Clean Special Areas	3:00
		7:30
	Clinical Practice	24:00
	Total Hours	124:00

SECTION V

UNIT GUIDES

UNIT GUIDES

Description

In this section the tasks to be taught in each course are presented in sequential order. Each task is listed on a separate page so that it may be taken out of the guide for daily lesson planning or regrouped with other tasks to fit the individual teacher's own preference for teaching order. The task pages may be used for planning and executing group instruction or for individualized instruction. Each page in the UNIT GUIDES section contains the following information:

TASK: This is a short and concise statement of the task to be taught.

PERFORMANCE OBJECTIVE: The performance expected of the student after completing the unit is stated in stem form, without a specific statement of all conditions, equipment, and performance standard (these are listed in a criterion referenced measure in the Evaluation section of the task page).

INSTRUCTIONAL ACTIVITIES: Suggested learning activities are presented. These activities include providing information, demonstration, use of audio-visuals, and practical applications.

INSTRUCTIONAL MATERIALS: The materials that are necessary to carry out the instructional activities are listed. These include instructional units, textbooks, audio-visuals and equipment.

EVALUATION: This section contains a criterion referenced measure (where appropriate) and reference to any test items or other evaluation measures that are available to the teacher. Ther criterion referenced measure contains three parts--Condition, Performance and Standard.

CLASSROOM HOURS: The estimated time for completion of the instructional activities and the evaluation are indicated. This time estimate is stated in hours of classroom time and includes classroom laboratory practice. However, it does not include time spent in a clinical setting. Clinical practice hours are indicated on the Course Outline, Section IV.

TASK

Introduction to Nursing Assistance

PERFORMANCE OBJECTIVE

Provided the necessary equipment and resources, complete the required prerequisites for administering patient care.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Why efficiency of time and energy is necessary
b. Proper handwashing technique
c. Basic safety precautions for patient care
d. Personal characteristics needed for nurse aides
e. Therapeutic communication techniques for nurses

Provide A/V On:

Orientation

Laboratory Practice:

Have learner practice the following:

a. Handwashing
b. Safe body mechanics
c. Communication techniques
d. Following guidelines to patient care

INSTRUCTIONAL MATERIALS

Instructional Units:

a. Intro HO 2.00

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

A/Vs:

Trainex, "Orientation - Joining the Health Care Team"

CLASSROOM HOURS

3

EVALUATION Introduction (continued)

Given a hospitalized patient, the learner will begin and complete all procedures according to performance checklist HOS, Intro HO 2.00.

INSTRUCTIONAL MATERIALS

Equipment: (continued)

a. Bed
b. Signal light
c. Bedside table

TASK

1.01 Assist the patient to maintain oral hygiene
1.01a Assist a conscious patient to maintain oral hygiene

PERFORMANCE OBJECTIVE

Provided a conscious patient and the necessary equipment and supplies, assist the patient in maintaining oral hygiene.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of oral hygiene
b. When procedure is needed
c. Steps of procedure

Provide A/V On:

Oral hygiene

Demonstration of Tasks:

By instructor or peer who has mastered the task, using mannequin or another student as the patient

Laboratory Practice:

Have learner follow procedure using a classmate as the patient

Clinical Application:

Have learner assist a patient to maintain oral hygiene.

Related Tasks:

a. HOS 1.01b
b. HOS 1.01c

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.01 Assist patient with oral hygiene

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Oral Hygiene"

Equipment:

a. Toothbrush
b. Toothpaste
c. Emesis basis
d. Cup of water
e. Mouth wash

CLASSROOM HOURS

2

EVALUATION 1.01a (continued)

a. Given the necessary equipment, the learner will assist a conscious patient to maintain oral hygiene according to performance checklist HOS 1.01a.

b. Test questions are available in HOS Test Items, HOS 1.00.

INSTRUCTIONAL ACTIVITIES (continued)

Related Tasks:

If learner has completed either of the above, the instructional activities for 1.01a have been covered with the exception of the demonstration.

TASK

1.01 Assist the patient to maintain oral hygiene
1.01b Maintain oral hygiene for an unconscious patient

PERFORMANCE OBJECTIVE

Provided an unconscious patient and the necessary equipment, administer oral hygiene to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of oral hygiene for the unconscious patient
b. Safety precautions
c. Steps of procedure

Provide A/V On:

Oral hygiene

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using a mannequin as the patient

Laboratory Practice:

Have learner follow procedure using a mannequin as the patient

Clinical Application:

Have learner give oral hygiene to an unconscious patient

Related Tasks:

a. HOS 1.01a
b. HOS 1.01c

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.01 Assist patient with oral hygiene

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Oral Hygiene"

Equipment:

a. Cotton applications with lubricant
b. Tongue blades
c. Mouth wash
d. Emesis basin
e. Towel
f. Mannequin

CLASSROOM HOURS

2

EVALUATION 1.01b (continued)

a. Given the necessary equipment, the learner will administer oral hygiene to an unconscious patient according to performance checklist HOS 1.01b.

b. Test questions are available in HOS Test Items, HOS 1.02.

INSTRUCTIONAL ACTIVITIES (continued)

Related Tasks:

If the learner has completed either of the above lessons the instructional activities for 1.01b have been completed with the exception of the demonstration.

TASK

1.01 Assist the patient to maintain oral hygiene
1.01c Assist a patient with dentures to maintain oral hygiene

PERFORMANCE OBJECTIVE

Provided a conscious patient with dentures and the necessary supplies, assist the patient to maintain oral hygiene.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of oral hygiene
b. Care of dentures
c. Steps of procedure

Provide A/V On:

Oral hygiene

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using a practice denture set

Laboratory Practice:

Have learner cleanse a denture set

Clinical Application:

Have learner assist a patient who wears dentures to maintain oral hygiene.

Related Tasks:

a. HOS 1.01a
b. HOS 1.01b

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.01 Assist patient with oral hygiene

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Oral Hygiene"

Equipment:

a. Denture cleanser
b. Denture cup
c. Denture brush
d. Mouth wash

CLASSROOM HOURS

2

EVALUATION 1.01c (continued)

a. Given the necessary equipment, the learner will assist a conscious patient who wears dentures to maintain oral hygiene according to performance checklist HOS 1.01c.

b. Test questions are available in HOS Test Items, HOS 1.03.

INSTRUCTIONAL UNITS (continued)

Related Tasks:

If learner has completed either of the above lessons the instructional activities for 1.01c have been completed with the exception of the demonstration.

TASK

1.02 Assist the patient with elimination
1.02a Assist with bedside commode

PERFORMANCE OBJECTIVE

Provided a patient, a bedside commode and the necessary supplies, assist the patient to use bedside commode.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.01 Assist to ambulate

Provide Information On:

a. When a bedside commode is used
b. Safety factors
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task, usind another student as the patient.

Laboratory Practice:

Have learner follow the procedure using a classmate as the patient.

Clinical Application:

Have learner assist a patient to use a bedside commode.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.02 Assist patient with elimination

Textbooks:

Lewis

A/Vs:

Trainex, "Assisting Your Patient with Elimination"

Equipment:

a. Bedside commode
b. Tissue

CLASSROOM HOURS

1

EVALUATION 1.02a (continued)

Given the necessary equipment, the learner will assist a patient with elimination by provided assistance to use a bedside commode according to performance checklist HOS 1.02a.

TASK

1.02 Assist the patient with elimination
1.02b Assist with bedpan

PERFORMANCE OBJECTIVE

Provided a bed patient and the necessary equipment, assist the patient in using a bedpan.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Use of bedpan
b. Safety precautions
c. Steps of procedure

Provide A/V On:

Assisting with bedpan

Demonstration of Tasks:

By instructor or a peer who has mastered task, using a mannequin or another student as the patient.

Laboratory Practice:

Have learner follow the procedure using a classmate as the patient.

Clinical Application:

Have learner assist a patient to use a bedpan.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.02 Assist patient with elimination

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Assisting Your Patient with Elimination"

Equipment:

a. Bedpan and cover
b. Tissue
c. Wash cloth
d. Towel
e. Basin of warm water
f. Soap

CLASSROOM HOURS

1

EVALUATION 1.02b (continued)

Given the necessary equipment, the learner will assist a patient to use a bedpan according to performance checklist HOS 1.02b.

TASK

1.02 Assist the patient with elimination
1.02c Assist with urinal

PERFORMANCE OBJECTIVE

Provided a male patient and the necessary equipment, assist the patient to use a urinal.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02b Assist with bedpan

Provide Information On:

a. Use of urinal
b. Steps of procedure

Provide A/V On:

Assisting with urinal

Demonstration of Tasks:

By instructor or peer who has mastered the task, using a mannequin as the patient.

Clinical Application:

Have learner assist a patient to use a urinal.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.02 Assist patient with elimination

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Assisting Your Patient with Elimination"

Equipment:

a. Urinal and cover
b. Basin of warm water
c. Wash cloth
d. Soap
e. Towel
f. Mannequin

CLASSROOM HOURS

1

EVALUATION 1.02c (continued)

Given a patient and the necessary equipment, the learner will assist the patient to use a urinal according to performance checklist HOS 1.02c.

TASK

1.03 Give back rub

PERFORMANCE OBJECTIVE

Provided a patient and the necessary supplies, administer a back rub.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Reason for back rub
b. Decubitus ulcer
c. Steps of procedure

Provide A/V On:

a. Procedure
b. Decubiti care

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using a mannequin or another student as the patient.

Laboratory Practice:

Have learner follow the procedure using a classmate as the patient.

Clinical Application:

Have learner give a back rub to a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.03 Give back rub

Textbooks:

a. Hornemann
b. Lewis
c. Thompson and Rosdahl

A/Vs:

Trainex
a. "Bed Bath"
b. "Prevention and Treatment of Decubiti"

Equipment:

a. Lotion
b. Alcohol
c. Mannequin

CLASSROOM HOURS

1

EVALUATION 1.03 (continued)

a. Learner will administer a back rub according to performance checklist HOS 1.03.

b. Test questions are available in HOS Test Items, HOS 1.03.

INSTRUCTIONAL ACTIVITIES (continued)

Related Tasks:

a. 1.04 Give bed bath
If learner has completed the above task only a demonstration of this procedure may be necessary.

b. 5.04 Assist with alternating pressure mattress
Completion of the above task should follow giving a back rub.

TASK

1.04 Give a bed bath

PERFORMANCE OBJECTIVE

Provided a bed patient and the necessary supplies, give a complete bed bath to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of bath
b. Special precautions
c. Procedure for complete bath

Provide A/V On:

Bed bath

Demonstration of Tasks:

By instructor or peer who has mastered task, using a mannequin as the patient.

Laboratory Practice:

Have learner practice giving bed bath using a mannequin.

Clinical Application:

Have learner administer a complete bath to a bed patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 2.01 Give a bed bath

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Bed Bath"

Equipment:

a. Bath blanket
b. Towels
c. Wash cloth
d. Soap and dish
e. Basin
f. Gown
g. Mannequin

CLASSROOM HOURS

1

EVALUATION 1.04 (continued)

a. Given the necessary equipment, the learner will administer a complete bath to a patient confined to bed, according to performance checklist HOS 2.00.

b. Test questions are available in HOS Test Items, HOS 2.01.

TASK

1.05 Assist with shower

PERFORMANCE OBJECTIVE

Provided a patient, shower facilities and necessary equipment assist a patient to bath in a shower

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Safety precautions
b. Steps of procedure

Provide A/V or Demonstration On:

Assisting with shower

Clinical Application:

Have learner assist a patient to take a bath in a shower.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 2.02 Assist with shower

A/Vs:

Trainex "Showers and Tub Baths"

Equipment:

a. Shower
b. "Occupied" sign
c. Mats
d. Soap
e. Towels and wash cloth

CLASSROOM HOURS

30 min.

EVALUATION 1.05 (continued)

a. Given a patient and the necessary equipment, the learner will assist the patient to bath in a shower, completing the steps of performance checklist HOS 2.02.

b. Test questions are available in HOS Test Items, HOS 2.02.

TASK

1.06 Assist with tub bath

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, assist a patient in a tub.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.04 Bed bath

Provide Demonstration On:

a. Safety precautions
b. Steps of procedure

Provide A/V On:

Assisting with tub bath

Clinical Application:

Have learner assist a patient take a tub bath.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 2.03 Assist with tub bath
b. MS 7.02 Disorder of the skin

Textbooks:

Hornemann

A/Vs:

Trainex "Shower and Tub Baths"

Equipment:

a. "Occupied" sign
b. Bathroom with tub
c. Wash basin
d. Soap
e. Towel

CLASSROOM HOURS

1

EVALUATION 1.06 (continued)

a. Learner will assist a patient with a tub bath, completing the steps of performance checklist HOS 2.03.

b. Test questions are available in HOS Test Items, HOS 2.03.

TASK

1.07 Dress adult bed patient

PERFORMANCE OBJECTIVE

Provided an adult bed patient, remove the patient's soiled garments and put on clean ones without causing discomfort to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Safety and comfort measuring
b. Steps of procedure

Demonstration of Tasks:

By instructor, or a peer who has mastered the task using another student as the patient.

Laboratory Practice:

Have learner practice dressing an adult bed patient using a classmate as the patient.

Clinical Application:

Have learner dress an adult bed patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 2.04 Dress adult bed patient

Textbooks:

Hornemann

Equipment:

a. Patient gown or pajamas
b. Socks (optional)

CLASSROOM HOURS

1

EVALUATION 1.07 (continued)

a. Given an adult patient wearing soiled garments, remove and replace with clean ones according to the performance checklist HOS 2.04.

b. Test questions are available from HOS Test Items, HOS 2.04.

TASK

1.08 Shave a male patient

PERFORMANCE OBJECTIVE

Provided a male patient who is unable to shave himself and the necessary supplies, shave the patient's face without causing injury or discomfort.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provided Information On:

a. Safety and comfort measures
b. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice steps of the procedure using a mannequin as the patient.

Clinical Application:

Have learner shave a male patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 3.01 Shave a male patient

Textbooks:

Thompson and Rosdahl

Equipment:

a. Basin of hot water
b. Shaving brush
c. Razor
d. Shaving soap or cream
e. After shave lotion
f. Wash cloth
g. Towel
h. Mannequin

CLASSROOM HOURS

30 min.

EVALUATION 1.08 (continued)

a. Given a male patient unable to shave himself, the learner will shave the patient's face according to the performance checklist HOS 3.01.

b. Test questions are available in HOS Test Items, HOS 3.00.

TASK

1.09 Give shampoo to a bed patient

PERFORMANCE OBJECTIVE

Provided a bed patient, with the physician's orders, the necessary supplies and equipment shampoo the patient's hair.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Reasons for shampooing
b. Safety and comfort measures
c. Steps of procedure

Demonstration of Tasks:

By instructor or peer who has mastered the task, using a mannequin as the patient

Laboratory Practice:

Have learner practice procedure using a mannequin or a classmate as the patient.

Clinical Application:

Have learner give a shampoo to a bed patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 3.01 Give a shampoo to a bed patient

Textbooks:

Thompson and Rosdahl

Equipment:

a. Chair
b. Bath blanket
c. Plastic sheet
d. Rubber or plastic trough
e. Large pitcher
f. Small pitcher
g. Shampoo
h. Towels
i. Pail
j. Mannequin

67

CLASSROOM HOURS

1

EVALUATION 1.09 (continued)

a. Given a bed patient, physician's orders and necessary equipment learner will shampoo the patient's hair according to performance checklist HOS 3.02.

b. Test questions are available in HOS Test Items, HOS 3.02.

TASK

1.10 Brush or comb hair

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, brush or comb the patient's hair.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of care of hair
b. Safety factors
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using another student as the patient.

Clinical Application:

Have learner brush or comb a patient's hair

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 3.03 Brush or comb hair

Textbooks:

a. Hornemann
b. Lewis

Equipment:

a. Comb
b. Brush
c. Towel

CLASSROOM HOURS

1

EVALUATION 1.10 (continued)

a. Given the necessary equipment, the learner will comb or brush a patient's hair according to performance checklist HOS 3.03.

b. Test questions are available in HOS Test Items, HOS 3.03.

TASK

1.11 Give nail care

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, clean and trim the fingernails and toenails of the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Why nail care is important
b. Safety precautions
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the tasks, using another student as the patient

Laboratory Practice:

Have learner practice steps of the procedure using a classmate as the patient.

Clinical Application:

Have learner clean and trim a patient's nails

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 3.04 Give nail care

Textbooks:

a. Lewis
b. Thompson and Rosdahl

Equipment:

a. Basin of warm water
b. Soap
c. Towel
d. Nail brush
e. Manicure scissors
f. Emery board
g. Orange stick

CLASSROOM HOURS

1

EVALUATION 1.11 (continued)

a. Given the necessary equipment, the learner will clean and trim a patient's fingernails and toenails.

b. Test questions are available in HOS Test Items, HOS 3.04.

TASK

1.12 Adjust bed and siderails

PERFORMANCE OBJECTIVE

Given a hospital bed with siderails, adjust the bed to the six positions used in patient care and put the siderails in place to provide patient safety.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Types of bed positions
b. When the positions are required
c. Use of siderails
d. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice adjusting a bed and siderails.

Clinical Application:

Have learner adjust a bed and siderails for a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 4.01 Adjust bed

Textbooks:

a. HRET Being a Nursing Aide
b. Wood and Rambo

Equipment:

a. Hospital bed
b. Siderails

CLASSROOM HOURS

1

EVALUATION 1.12 (continued)

a. Given the necessary equipment, the learner will adjust the hospital bed to the six positions indicated in the resources and will position the siderails to provide safety to the patient.

b. Test questions are available in HOS Test Items, HOS 4.00.

TASK

1.13 Make an unoccupied, surgical or open bed

PERFORMANCE OBJECTIVE

Provided a hospital bed and linens, make an unoccupied, surgical and open bed.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 4.01 Adjust beds

Provide Information On:

a. Reasons for different types of bedmaking
b. Safety precautions
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task

Laboratory Practice:

Have learner practice steps of the procedure using laboratory equipment.

Clinical Application:

Have learner make an unoccupied, surgical and open bed in the clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 4.02 Make unoccupied beds

Textbooks:

a. Hornemann
b. Lewis

Equipment:

a. 2 sheets
b. Drawsheet
c. Plastic drawsheet (optional)
d. Pillowcase
e. Mattress pad (optional)
f. Hospital bed

CLASSROOM HOURS

1 hr.
30 min.

EVALUATION 1.13 (continued)

a. Given the necessary equipment, the learner will make an unoccupied, surgical or open bed according to performance checklist HOS 4.02.

b. Test questions are available in HOS Test Items, HOS 4.00.

TASK

1.14 Make an unoccupied bed

PERFORMANCE OBJECTIVE

Provided a patient on complete bedrest and hospital linens, make a hospital bed that is occupied.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 4.01 Adjust beds
c. 4.02 Make unoccupied beds

Provide Information On:

Occupied bedmaking

Demonstration of Tasks:

By instructor or peer who has mastered the task using another student at the patient.

Laboratory Practice:

Have learner practice steps of the procedure using a classmate as the patient.

Clinical Application:

Have learner make a hospital bed of a patient on complete bed rest.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 4.03 Make occupied bed

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Occupied Bedmaking"

Equipment:

a. 2 sheets
b. Drawsheet
c. Pillowcase
d. Laundry hamper
e. Hospital bed

CLASSROOM HOURS

1 hr.
30 min.

EVALUATION 1.14 (continued)

a. Given a patient on complete bedrest and the necessary supplies and equipment, make the hospital bed according to performance checklist HOS 4.03.

b. Test questions are available in HOS Test Items, HOS 4.04.

TASK

1.15 Serve food tray

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment serve a patient's tray.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Anatomy of digestive system
b. Why special diets are needed
c. Types of diets used in treatment of patients
d. Factors which affect eating habits and appetite
e. Steps of procedure

Laboratory Practice:

Have learner plan and prepare therapeutic patient diets and serve the tray to a classmate

Clinical Application:

Have learner serve a patient's food tray

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 14.01 Serve food tray

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

Equipment:

a. Food tray
b. Dishes
c. Stove
d. Refrigerator
e. Food
f. Suggested menus for special diets

CLASSROOM HOURS

1

EVALUATION 1.15 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will serve the patient's food tray according to performance checklist HOS 14.01.

b. Test questions are available in HOS Test Items HOS 14.00.

TASK

1.16 Provide fresh drinking water

PERFORMANCE OBJECTIVE

Provided a hospitalized patient, provide fresh drinking water.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Why fresh drinking water is important
b. Definition of NPO and force fluids
c. When special orders are required regarding drinking eater for patients

Laboratory Practice:

Have learner practice the task using a classmate as the patient

Clinical Application:

Have learner provide fresh drinking water to a hospitalized patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 30.01 Provide fresh drinking water

Textbooks:

Caldwell & Hegner

Equipment:

a. Cart
b. Basin of crushed ice
c. Scoop
d. Cups
e. Pitcher
f. Straws
g. Simulated patient unit

CLASSROOM HOURS

1

EVALUATION 1.16 (continued)

a. Given a hospitalized patient and the necessary equipment, the learner will provide fresh drinking water according to performance checklist HOS 30.01.

b. Test questions are available in HOS Test Items, HOS 30.00

TASK

1.17 Assist in placing telephone calls

PERFORMANCE OBJECTIVE

Provided a bed patient and a telephone, assist the patient in placing a personal telephone call.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. How telephone calls may improve patients well-being
b. Why privacy during telephone conversation is important
c. Steps of procedure

Laboratory Practice:

Have learner practice the steps of the procedure using a classmate as the patient

Clinical Application:

Have learner assist a patient in placing a telephone call

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 30.02 Assist the patient with the telephone

Equipment:

a. Telephone
b. Signal call
c. Telephone directory
d. Hospital bed

CLASSROOM HOURS

1

EVALUATION 1.17 (continued)

a. Given a bed patient and the necessary equipment, the learner will assist the patient in placing a telephone call according to performance checklist HOS 30.02.

b. Test questions are available in HOS Test Items, HOS 30.00.

TASK

1.18 Care for patients flowers

PERFORMANCE OBJECTIVE

Provided a hospitalized patient who has flowers in his/her room, give the flowers the necessary care needed to maintain attractiveness.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. The importance of flowers to a patient
b. Steps to keep flowers fresh
c. When flowers should be discarded

Clinical Application:

Have learner give care to a patients flowers

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 30.03 Care for patient's flowers

CLASSROOM HOURS

1

EVALUATION 1.18 (continued)

a. Given a hospitalized patient who has flowers, the learner will give care to the flowers according to performance checklist HOS 30.03.

b. Test questions are available in HOS Test Items HOS 30.00

TASK

2.01 Wash hands

PERFORMANCE OBJECTIVE

Provided handwashing facilities and the necessary supplies, wash your hands.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Definition of asepsis
b. How pathogens are spread
c. Portals of entry of pathogens
d. Steps of handwashing procedure
e. When procedures must be used

Provide A/V On:

Handwashing

Demonstration of Tasks:

By instructor or a peer who has mastered task

Clinical Application:

Have learner wash hands in clinical setting

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 5.01 Wash hands

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Medical Asepsis"

Equipment:

a. Sink with running water
b. Soap
c. Paper towels
d. Waste can
e. Lotion (optional)

CLASSROOM HOURS

2

EVALUATION 2.01 (continued)

a. Given the necessary equipment, the learner will complete the handwashing procedure according to performance checklist HOS 5.01.

b. Test questions are available in HOS Test Items, HOS 5.01.

TASK

2.02 Handle sterile equipment and supplies

PERFORMANCE OBJECTIVE

Provided sterile equipment and supplies, handle the sterile items without contamination.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands

Provide Information On:

a. Surgical asepsis
b. How contamination occurs
c. Procedure for opening sterile packs
d. Procedure for using transfer forceps
e. Procedure for pouring sterile solutions

Provide A/V On:

Sterile technique

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Have learner practice procedures in the laboratory.

Clinical Application:

Have learner use sterile technique in clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 5.02 Handle sterile equipment

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex: "Sterile Technique and Dressing Change"

Equipment:

a. Sterile package (needle, catheter, etc.)
b. Wrapped sterile tray
c. Transfer forceps
d. Sterile solution
e. Sterile towels
f. Mayo stand (optional)

CLASSROOM HOURS

1

EVALUATION 2.02 (continued)

a. Given the necessary equipment, the learner will handle sterile equipment and supplies according to performance checklist HOS 5.02.

b. Test questions are available in HOS Test Items, HOS 5.02.

TASK

2.03 Put on sterile gloves

PERFORMANCE OBJECTIVE

Given a pack of sterile gloves, don them without contamination.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 5.02 Handle sterile equipment

Provide Information On:

a. When sterile gloves are required
b. Procedure for donning

Provide A/V On:

Donning sterile gloves

Demonstration of Tasks:

By instructor or a peer who has mastered the task

Laboratory Practice:

Have learner practice steps of the procedure.

Clinical Application:

Have learner don sterile gloves in clinical setting

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 5.03 Put on sterile gloves

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex a. "Sterile Technique and Dressing Change"
b. "Medical Asepsis"

Equipment:

Package of sterile gloves

CLASSROOM HOURS

1

EVALUATION 2.03 (continued)

a. Given a pack of sterile gloves, the learner will don them according to performance checklist HOS 5.03.

b. Test questions are available from HOS Test Items HOS 5.03.

TASK

2.04 **Prepare a unit for isolation**

PERFORMANCE OBJECTIVE

Provided an area designated as an isolation unit, physician's orders and necessary equipment, set up an isolation unit for patient occupancy.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands

Provide Information On:

a. Purpose of isolation
b. Types of isolation
c. Steps of procedure

Provide A/V On:

Isolation technique

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner set up an isolation unit in the clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 6.01 Prepare isolation unit

Textbooks:

a. Lewis
b. Wood and Rambo

A/Vs:

Trainex "Principles of Isolation Technique"

Equipment:

a. Sign
b. Gowns
c. Masks
d. Isolation bags
e. Laundry hamper

(continued on next page)

CLASSROOM HOURS

2

EVALUATION 2.04 (continued)

a. Given a designated area, physician's orders, and necessary equipment, prepare an isolation unit for a patient according to performance checklist HOS 6.01.

b. Test questions are available from HOS Test Items, HOS 6.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

f. Plastic bag for waste can
g. Plastic mattress and pillow cover
h. Box for waste
i. Soap

TASK

2.05 Put on and remove mask

PERFORMANCE OBJECTIVE

Provided masks for isolation, don and remove a mask.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 6.01 Prepare isolation unit

Provide Information On:

a. Purpose of mask
b. When it is required
c. Steps of procedure

Provide A/V On:

Using a mask for isolation

Demonstration of Tasks:

By instructor or a peer who has mastered the task

Laboratory Practice:

Have learner practice the procedure in laboratory

Clinical Application:

Have learner don and remove a mask for isolation purposes

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 6.02 Put on and remove mask

Textbooks:

a. Lewis
b. Wood and Rambo

A/Vs:

Trainex "Principles of Isolation Technique"

Equipment:

Mask

CLASSROOM HOURS

30 min.

EVALUATION 2.05 (continued)

a. Given an isolation setting, the learner will don and remove a mask according to performance checklist HOS 6.02.

b. Test items are available from Health Occupations Test Items HOS 6.02.

TASK

2.06 Put on and remove gown

PERFORMANCE OBJECTIVE

Provided a gown for isolation purposes, don and remove the gown.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 6.01 Prepare isolation unit

Provide Information On:

a. Purpose of gown
b. When gown is used
c. Steps of procedure

Provide A/V On:

Donning gown for isolation

Demonstration of Tasks:

By instructor or a peer who has mastered the task

Laboratory Practice:

Have learner practice the procedure on the laboratory.

Clinical Application:

Have learner perform task in clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 6.03 Put on and remove gown

Textbooks:

a. Lewis
b. Wood and Rambo

A/Vs:

Trainex "Principles of Isolation Technique"

Equipment:

Gown

CLASSROOM HOURS

30 min.

EVALUATION 2.06 (continued)

a. Given an isolation setting and necessary equipment, learner will don and remove a gown according to performance checklist HOS 6.03.

b. Test questions are available from Health Occupations Test Items HOS 6.03.

TASK

2.07 Double-bag isolation articles

PERFORMANCE OBJECTIVE

Provided an isolation setting, the necessary equipment and supplies, double-bag articles being removed from the isolation area.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 6.01 Prepare isolation unit

Provide Information On:

a. Purpose of double-bagging
b. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice the procedure in the laboratory.

Clinical Application:

Have learner perform task in clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 6.04 Double-bagging

Textbooks:

a. Lewis
b. Wood and Rambo

A/Vs:

Trainex "Principles of Isolation Technique"

Equipment:

a. Plastic bag or laundry bag
b. Marking pen or bag
c. Gown
d. Mask
e. Partner

CLASSROOM HOURS

1

EVALUATION 2.07 (continued)

a. Given an isolation setting, the necessary equipment and supplies, the learner will double-bag contaminated articles according to performance checklist HOS 6.04.

b. Test items are available from Health Occupations Test Items, HOS 6.04.

TASK

2.08 Serve and remove diet tray in isolation

PERFORMANCE OBJECTIVE

Provided a patient in isolation, a food tray and the necessary supplies, serve and remove patient's food tray.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 6.01 Prepare isolation unit
c. 6.04 Double-bagging

Provide Information On:

a. Why food trays need special care
b. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice the procedure in the laboratory.

Clinical Application:

Have learner serve diet tray to a patient in isolation.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 6.05 Serve diet tray in isolation

Textbooks:

Wood and Rambo

Equipment:

a. Food tray
b. Double-bag supplies
c. Gown
d. Mask
e. Partner

CLASSROOM HOURS

30 min.

EVALUATION 2.08 (continued)

a. Given a patient in isolation and necessary equipment, the learner will serve and remove the patient's diet tray according to performance checklist HOS 6.05.

b. Test questions for double-bagging task 6.04 are appropriate for testing this task.

TASK

2.09 Clean an isolation unit

PERFORMANCE OBJECTIVE

Provided an isolation unit, complete concurrent and/or terminal cleaning.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. HOS 5.01 Wash hands
b. HOS 6.02 Put on gown
c. HOS 6.03 Put on mask
d. HOS 6.04 Perform double bagging
e. HOS 30.01 Clean an occupied unit

Provide Information On:

a. Reasons for isolation
b. How infections are spread
c. How equipment is disinfected
d. Procedure for cleaning an isolation

Provide A/V On:

Cleaning an isolation unit

Laboratory Practice:

Have learner practice the procedure

Clinical Application:

Have learner clean an isolation unit

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 31.03 Clean an isolation unit

Textbooks:

HRET, Being a Housekeeping Aide

A/Vs:

Trainade "Cleaning the Isolation Unit"

Equipment:

a. Gown
b. Mask
c. Mop (wet)
d. Bucket
e. Disinfectant solution
f. Linen hamper
g. Dust mop

CLASSROOM HOURS

3

EVALUATION 2.09 (continued)

a. Given an isolation unit and the necessary equipment, the learner will complete concurrent and/or terminal cleaning according to performance checklist HOS 31.03.

b. Test questions are available in HOS Test Items, HOS 31.03

TASK

3.01 Take temperature

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, take the patient's oral, acillary and/or rectal temperature.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Normal body temperature
b. How to read a thermometer
c. Safety precautions
d. Steps of procedure
e. Ways to insure correct reading

Provide A/V On:

Measuring body temperature

Demonstration of Tasks:

Measure body temperature

Laboratory Practice:

Have learner take temperature readings from weather and bath thermometers; have learner practice taking oral temperature of several classmates; and, have learner practice axillary and rectal measurements using a mannequin.

Clinical Application:

Have learner take an oral, axillary and rectal temperature of a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 7.01 Take temperature

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Temperature, Pulse and Respiration"

Equipment:

a. Thermometers: weather, bath, clinical: rectal, oral, safety
b. Containers for clinical thermometers
c. Pen and pad

CLASSROOM HOURS

1

EVALUATION 3.01 (continued)

a. Given a patient and the necessary equipment, the learner will measure body temperature according to the performance checklist HOS 7.01.

b. Test questions are available from HOS Test Items HOS 7.00.

TASK

3.02 Take pulse

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, determine the rate, volume and rhythm of the patient's pulse.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Definition of pulse rate, strength and rhythm
b. Normal rates for adults and children
c. Types of irregularities
d. Steps of procedure

Provide A/V On:

Taking pulse

Demonstration of Tasks:

Taking pulse

Laboratory Practice:

Have learner practice taking pulse of classmates

Clinical Application:

Have learner take a patient's pulse.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 7.02 Take pulse

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Temperature, Pulse and Respiration"

Equipment:

a. Watch with second hand
b. Pen and pad
c. Stethoscope

CLASSROOM HOURS 1

EVALUATION 3.02 (continued)

a. Given a patient and the necessary equipment, the learner will determine the rate, volumn and rhythm of the patient's pulse according to performance checklist HOS 7.02.

b. Test questions are available in HOS Test Items HOS 7.02.

TASK

3.03 Take respiration

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, determine the rate and character of a patient's respiration.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Definition of respiration
b. Types of respirations
c. Normal rates
d. Equipment used
e. Steps of procedure

Provide A/V On:

Taking respiration

Demonstration of Tasks:

Taking respiration

Laboratory Practice:

Have learner practice taking respirations of classmates

Clinical Application:

Have learner take a patient's respiration

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 7.03 Take respirations
b. AP 7.00 Respiratory system

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Temperature, Pulse and Respiration"

Equipment:

a. Watch with second hand
b. Pen and pad

CLASSROOM HOURS

2

EVALUATION 3.03 (continued)

a. Given a patient and the necessary equipment, the learner will take the respirations of the patient according to performance checklist HOS 7.03.

b. Test questions are available in HOS Test Items HOS 7.03.

TASK

3.04 Take blood pressure

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, take a patient's blood pressure.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 7.02 Take pulse

Provide Information On:

a. Definition of blood pressure
b. Normal ranges of blood pressure
c. Equipment used
d. Steps of procedure

Provide A/V On:

Taking blood pressure

Demonstration of Tasks:

By instructor or peer who has mastered the task

Laboratory Practice:

Have learner take the blood pressure of classmates with the instructor monitoring with a teaching stethoscope.

Clinical Application:

Have learner take a patient's blood pressure.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 7.04 Take pulse

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Blood Pressure"

Equipment:

a. Sphygmomanometer
b. Stethoscope
c. Teaching stethoscope
d. Pen and pad

CLASSROOM HOURS

1

EVALUATION 3.04 (continued)

a. Given a patient and the necessary equipment, take the patient's blood pressure according to performance checklist HOS 7.04.

b. Test questions are available in HOS Test Items HOS 7.04.

TASK 4.01 Assist to dangle and ambulate

PERFORMANCE OBJECTIVE

Provided a bed patient, and physician's orders, assist the patient to dangle and ambulate

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Need for ambulation
b. Safety precautions
c. Steps of procedures

Demonstration of Tasks:

By instructor or peer who has mastered the task

Laboratory Practice:

Have learner practice the task using a classmate as the patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 8.01 Assist to ambulate

Textbooks:

a. Hornemann
b. Lewis

Equipment:

a. Foot stool
b. Patient robe
c. Patient slippers

CLASSROOM HOURS 1

EVALUATION 4.01 (continued)

a. Given a bed patient, physician's orders and the necessary equipment, the learner will assist the patient to dangle and ambulate according to performance checklist HOS 8.01.

b. Test questions are available in HOS Test Items HOS 8.00.

TASK

4.02 Assist patient into a wheelchair

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, assist a patient from the bed into the wheelchair.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.01 Assist to dangle and ambulate

Provide Information On:

a. How to operate wheelchair
b. Safety precautions
c. Steps of procedure

Provide A/V On:

Use of wheelchair

Demonstration of Tasks:

By instructor or peer who has mastered the task

Laboratory Practice:

Have learner practice operating wheelchair and with a classmate as the patient practice the task.

Clinical Application:

Have learner assist a patient into a wheelchair.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 8.02 Assist with wheelchair

Textbooks:

a. Hornemann
b. Wood and Rambo

A/Vs:

Trainex "Transfer Activities and Ambulating"

Equipment:

a. Wheelchair
b. Patient robe
c. Patient slippers
d. Footstool
e. Blanket (optional)

CLASSROOM HOURS

1

EVALUATION 4.02 (continued)

a. Given a patient and the necessary equipment, assist a patient from bed into a wheelchair according to performance checklist HOS 8.02.

b. Test questions are available in HOS Test Items HOS 8.00.

TASK

4.03 Assist to ambulate using assistive devices

PERFORMANCE OBJECTIVE

Provided a patient who requires assistance to ambulate, physician's orders and the necessary equipment, help patient to use assistive device.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.01 Assist to dangle and ambulate

Provide Information On:

a. Types of assistive devices
b. Safety factors for each device
c. Procedures for using each device

Provide A/V On:

Use of assistive devices

Demonstration of Tasks:

Use of assistive devices

Laboratory Practice:

Have learner practice the procedures using a classmate as the patient.

Clinical Application:

Have the learner help a patient ambulate using assistive devices.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 8.03 Assist with assistive devices

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex "Teaching Crutch Walking"

Equipment:

a. Pair of crutches
b. Walker
c. Cane

CLASSROOM HOURS

30 min.

EVALUATION 4.03 (continued)

a. Given a patient who needs assistance walking, physician's orders and the necessary equipment, the learner will assist the patient in using assistive devices according to performance checklist HOS 8.03.

b. Test questions are available in HOS Test Items HOS 8.00.

TASK

4.04 Transfer a patient using a mechanical lift

PERFORMANCE OBJECTIVE

Provided a bed patient, a mechanical lift and a co-worker's assistance, transfer the patient from bed to wheelchair.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.03 Assist with assistive devices

Provide Information On:

a. Mechanical lift
b. When it is used
c. How to operate it
d. Steps of procedure

Provide A/V On:

Use of mechanical lift

Demonstration of Tasks:

Use of mechanical lift

Laboratory Practice:

Have learner practice task using a classmate as the patient.

Clinical Application:

Have learner transfer a patient from bed to wheelchair using a mechanical lift.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 8.04 Transfer using a mechanical lift

Textbooks:

Wood and Rambo

A/V:

Trainex "Use of Patient Lifters"

Equipment:

a. Wheelchair
b. Mechanical lift
c. Co-worker

CLASSROOM HOURS

1

EVALUATION 4.04 (continued)

a. Given a bed patient, a co-worker and the necessary equipment, the learner will transfer a patient from bed to wheelchair using a mechanical lift according to performance checklist HOS 8.04.

b. Test questions are available in HOS Test Items HOS 8.00.

TASK

4.05 Transfer patient from bed to stretcher

PERFORMANCE OBJECTIVE

Provided a bed patient, stretcher, co-workers and the necessary equipment, tranfer the patient from the bed to stretcher.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Types of transfer to stretcher
b. Safety precautions
c. Steps of procedure

Provide A/V On:

Moving patient from bed to stretcher

Demonstration of Tasks:

Moving patient from bed to stretcher

Laboratory Practice:

Have student practice the task using classmates as the co-workers and the patient.

Clinical Application:

Have learner transfer a patient from the bed to a stretcher

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 8.05 Transfer to stretcher

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Lifting and Moving Patients"

Equipment:

a. Stretcher
b. Draw sheet
c. Co-workers

CLASSROOM HOURS

1

EVALUATION 4.05 (continued)

a. Given a bed patient, co-workers and the necessary equipment, the learner will transfer a patient from the bed to a stretcher, according to performance checklists Intro HO 2.00 and HOS 8.05.

b. Test questions are available from HOS Test Items, HOS 8.00.

TASK

5.01 Position a dependent patient
5.01a Position a dependent patient using positioning devices

PERFORMANCE OBJECTIVE

Provided a dependent patient and the necessary equipment, position a patient in bed to prevent disuse and/or misuse injuries.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Types of patients who need special positioning
b. Equipment used for positioning
c. Procedures for positioning patient

Provide A/V On:

Positioning a dependent patient

Demonstration of Tasks:

Positioning a dependent patient

Laboratory Practice:

Have learner practice the task using a classmate as the patient

Clinical Application:

Have learner position a dependent patient in bed.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 9.01 Position a dependent patient

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex "Positioning to Prevent Complications"

Equipment:

a. Foot board
b. Bed cradle
c. Trochanter rolls and/or sandbags
d. Pillows
e. Towels/palm grips

CLASSROOM HOURS

1 hr. 30 min.

EVALUATION 5.01a (continued)

a. Given a dependent patient, and the necessary equipment, the learner will position the patient in bed according to performance checklists HOS 9.01a.

b. Test questions are available in HOS Test Items HOS 9.01.

TASK

5.01 Position a dependent patient
5.01b Position a dependent patient by log rolling method

PERFORMANCE OBJECTIVE

Provided a dependent patient, physician's orders and a co-worker, log-roll the patient to change his/her position.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 9.01a Position a dependent patient

Provide Information On:

a. Definite of log-rolling
b. Why patient's are log-rolled
c. Type of patients requiring log-rolling
d. Steps of procedure

Demonstration of Task:

By instructor or peer who has mastered the task

Laboratory Practice:

Have student practice the task using classmates as co-worker and patient.

Clinical Application:

Have learner log-roll a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 9.01 Position a dependent patient

Textbooks:

See 9.01a

CLASSROOM HOURS

1 hr.
30 min.

EVALUATION 5.01b (continued)

a. Given a dependent patient, physician's orders and a co-worker, the learner will log-roll the patient according to performance checklists Intro HO 2.00 and HOS 9.01b.

b. Test questions are available in HOS Test Items HOS 9.00.

TASK

5.02 Assist with range of motion exercises

PERFORMANCE OBJECTIVE

Provided a patient and physician's orders, assist the patient with range of motion exercises.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 9.01 Position a dependent patient

Provide Information On:

a. Purpose of ROM exercises
b. Who requires the exercises
c. How to perform the exercises

Provide A/V On:

Range of motion exercises

Demonstration of Tasks:

Range of motion exercises

Laboratory Practice:

Have learner practice the task using a classmate as the patient.

Clinical Application:

Have learner assist a patient with ROM exercises.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 9.02 Assist with ROM

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex "Range of Motion Exercises to Prevent Contractures"

CLASSROOM HOURS

1

EVALUATION 5.02 (continued)

a. Given a patient and physician's orders, the learner will assist a patient in range of motion exercises according to performance checklists Intro HO 2.00 and HOS 9.02.

b. Test questions are available in HOS Test Items HOS 9.02.

TASK

5.03 Apply anti-embolic stockings

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, apply anti-embolic stockings.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro Ho 2.00

Provide Information On:

a. Purpose of stockings
b. How to measure for size
c. How to apply

Provide A/V On:

Thrombus formation

Demonstration of Tasks:

By instructor or peer who has mastered the task using a mannequin as the patient

Laboratory Practice:

Have learner practice task using mannequin as patient

Clinical Application:

Have learner apply anti-embolic stockings to a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 9.03 Apply anti-embolic stockings

Textbooks:

a. Broadwell and Milutinovic
b. Wood and Rambo

A/Vs:

Trainex "Thrombus - Etiology and Prevention"

Equipment:

a. Anti-embolic stockings
b. Mannequin

CLASSROOM HOURS

30 min.

EVALUATION 5.03 (continued)

a. Given a patient, physician's order and anti-embolic stockings, the learner will apply the stockings to the patient according to performance checklist HOS 9.03.

b. Test questions are available in HOS Test Items HOS 9.00.

TASK

5.04 Place patient on alternating pressure mattress

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, place the patient on an alternating pressure mattress.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.03 Give back rub

Provide Information On:

a. Decubiti
b. Purpose of alternating pressure mattress

Provide A/V On:

Use of alternating pressure mattress

Demonstration of Tasks:

Use of alternating pressure mattress

Clinical Application

Have learner place a patient on an alternating pressure mattress

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 9.04 Place patient on alternating pressure mattress

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex "Prevention and treatment of Decubiti"

Equipment:

a. Hospital bed
b. Alternating pressure mattress

CLASSROOM HOURS

1

EVALUATION 5.04 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will place a patient on an alternating pressure mattress according to performance checklist HOS 9.04.

b. Test questions are available in HOS Test Items HOS 9.00.

TASK

5.05 Apply restraints

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, apply restaints to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Why restraints are used
b. What type patient may require a restraint
c. Safety precautions
d. Types of restraints
e. Steps of procedure

Provide A/V On:

Use of restraints

Demonstration of Tasks:

Use of restraints

Laboratory Practice:

Have learner practice applying restraints using a mannequin or classmate as the patient.

Clinical Application:

Have learner apply restraints to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 9.05 Apply restraints

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex "Use of Protective Restraints"

Equipment:

Various restraints according to those available in agency.

CLASSROOM HOURS

30 min.

EVALUATION 5.05 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will apply restraints to the patient according to performance checklist HOS 9.05.

b. Test questions are available in HOS Test Items HOS 9.00.

TASK

5.06 Feed the patient

PERFORMANCE OBJECTIVE

Provided a patient who cannot feed him/herself and the prescribed diet, feed the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 14.01 Serve diet tray

Provide Information On:

a. Types of patients who need feeding
b. Ways to encourage patient to to eat
c. Steps on feeding the patient

Provide A/V On:

Feeding the patient

Demonstration of Tasks:

Feeding the patient

Laboratory Practice:

Have learner practice the task by simulating a situation using a classmate as a patient with varied handicaps

Clinical Application:

Have learner feed a patient who needs assistance

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 14.02 Feed the patient

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

A/Vs:

Trainex "Feeding the Patient"

Equipment:

Tray with food

CLASSROOM HOURS

1

EVALUATION 5.06 (continued)

a. Given a patient who must be fed, and the prescribed diet, the learner will feed the patient according to performance checklist HOS 14.02.

b. Test questions are available in HOS Test Items, HOS 14.00.

TASK

6.01 Apply bandages and/or binders

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, apply a bandage and/or binder to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Types of bandages
b. Types of binders
c. Safety precaution
d. Steps of procedure

Provide A/V On:

Applying bandages and binders.

Demonstration of Tasks:

Applying bandages and binders

Laboratory Practice:

Have learner practice the steps of the procedure, using a mannequin or a classmate as the patient.

Clinical Application:

Have learner apply bandages or binders to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 10.01 Apply bandages and binders

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Application of Bandages and Binders"

Equipment:

a. Gauze
b. Stockinet
c. Webbing (cling bandage)
d. Telfa

(continued on next page)

CLASSROOM HOURS

1

EVALUATION 6.01 (continued)

a. Given a patient, physician's orders and the necessary equipment, apply a bandage and/or binder to the patient according to performance checklist HOS 10.01a and 10.01b.

b. Test questions are available in HOS Test Items, HOS 10.00.

INSTRUCTIONAL MATERIALS

Equipment:

e. T binder (single & double)
f. Scultetus binder
g. Tailed binder
h. Tape
i. Pins

TASK

6.02 Administer local cold application

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, administer local cold application.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Effect of cold treatments on the body
b. When cold is used
c. Equipment required
d. Safety precautions
e. Steps of procedures

Provide A/V On:

Applying cold treatments

Demonstration of Tasks:

Applying cold treatments.

Laboratory Practice:

Have learner practice steps of the procedure, using a mannequin as the patient.

Clinical Application:

Have learner administer local cold treatment to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 11.01 Administer local cold application

Textbooks:

a. HRET, Being A Nursing Aide
b. Lewis

A/Vs:

Trainex "Local Application of Heat and Cold"

Equipment:

a. Basin with solution added
b. Ice
c. Towels
d. Gauze pads

(continued on next page)

CLASSROOM HOURS

1 hr.
30 min.

EVALUATION 6.02 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will administer local cold applications according to performance checklist HOS 11.01.

b. Test questions available in HOS Test Items, HOS 11.00.

INSTRUCTIONAL MATERIALS

Equipment:

e. Plastic coverings
f. Ice cap
g. Ice collar
h. Mannequin

TASK

6.03 Administer tepid baths

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, administer a tepid bath.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 7.01 Take temperature

Provide Information On:

a. Purpose of tepid baths
b. Equipment needed
c. Safety precaution
d. Steps of procedure

Demonstration of Tasks

By instructor or a peer who has mastered the task using a mannequin as patient.

Laboratory Practice:

Have learner practice the task using a mannequin as the patient

Clinical Application:

Have learner administer a tepid bath to a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 11.02 Administer tepid baths

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

Equipment:

a. Basin of tepid water
b. Bath blanket
c. Wash cloths
d. Clinical thermometer
e. Hot water bottle
f. Ice caps
g. Mannequin

CLASSROOM HOURS

1 hr.
30 min.

EVALUATION 6.03 (continued)

a. Given a patient, physician's order and the necessary equipment, the learner will administer a tepid bath according to performance checklist HOS 11.02.

b. Test questions are available in HOS Test Items HOS 11.00.

TASK

6.04 Administer local heat applications

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, administer local heat applications.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Effect of heat on body
b. When local heat treatments are used
c. Safety precautions
d. Equipment required
e. Steps of procedure

Provide A/V On:

Application of local heat

Demonstration of Tasks:

Application of local heat

Laboratory Practice:

Have learner practice steps of the procedure, using a mannequin as the patient.

Clinical Application:

Have learner apply local heat treatments to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 11.03 Administer local heat applications

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Local Applications of Heat and Cold"

Equipment:

a. Hot water bottle and cover
b. Electric heating pad
c. Heat cradle
d. Towels

(continued on next page)

CLASSROOM HOURS

1 hr. 30 min.

EVALUATION 6.04 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will apply local heat according to performance checklist HOS 11.03.

b. Test questions are available in HOS Test Items, HOS 11.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

e. Basin with solution
f. Hydrocollator
g. K pad
h. Mannequin
i. Plastic sheet

TASK

6.05 Assist patient with sitz bath

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, assist the patient with a sitz bath.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. HOS 11.03 Administer local heat application

Provide Information On:

a. Purpose of sitz bath
b. When it is used
c. Methods of administering
d. Safety precautions
e. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice steps of the task

Clinical Application:

Have learner assist a patient with sitz bath

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 11.04 Assist patient with sitz bath

Textbooks:

a. Hornemann
b. Lewis

Equipment:

a. Disposable sitz bath, or sitz tub
b. Chair
c. Bath blanket
d. Bath thermometer
e. Towel

CLASSROOM HOURS

1 hr.
30 min.

EVALUATION 6.05 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will assist a patient with a sitz bath according to performance checklist HOS 11.04.

b. Test questions available in HOS Test Items, HOS 11.00.

TASK

6.06 Assist patient with breathing exercises

PERFORMANCE OBJECTIVE

Provided a patient and physician's orders, assist the patient with breathing exercises.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 13.01 Administer oxygen

Provide Information On:

a. Purposes of breathing exercises
b. Review of types of conditions requiring breathing exercises
c. Types of exercises
d. How to instruct patient

Provide A/V On:

How to instruct and assist a patient in breathing exercises

Demonstration of Tasks:

How to instruct and assist a patient in breathing exercises.

Laboratory Practice:

Have learner practice the task using classmate as the patient

Clinical Application:

Have learner assist a patient in breathing exercises.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 13.02 Assist with postural drainage

A/Vs:

Trainex "Care of the Patient with Emphysema"

Textbooks:

a. Keane
b. Thompson and Rosdahl

CLASSROOM HOURS

1

EVALUATION 6.06 (continued)

a. Given a patient and physician's orders, the learner will assist the patient in breathing exercises according to performance checklist HOS 13.02.

b. Test questions are available in HOS Test Items, HOS 13.02.

TASK

6.07 **Assist patient with postural drainage**

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, assist a patient with postural drainage.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 13.01 Administer oxygen

Provide Information On:

a. Purpose of postural drainage
b. Methods for draining each lobe
c. Safety precautions
d. Steps of procedure

Provide A/V On:

Postural drainage

Demonstration of Tasks:

Postural drainage

Laboratory Practice:

Have learner practice the procedure using a classmate as the patient.

Clinical Application:

Have learner assist a patient with postural drainage.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 13.03 Assist with postural drainage

Textbooks:

a. Broadwell and Milutinovic
b. Keane

A/Vs:

Trainex "Postural Drainage, Clapping and Vibration"

Equipment:

a. Receptacle for sputum
b. Specimen container
c. Tissues

(continued on next page)

CLASSROOM HOURS

1

EVALUATION 6.07 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will assist the patient with postural drainage according to performance checklist HOS 13.03.

b. Test questions are available in HOS Test Items HOS 13.03.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

d. Pillow and blankets
e. Chair
f. Hospital bed

TASK

6.08 Measure intake and output

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment and supplies, measure the patient's intake and output.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of intake and output
b. Body fluids that are measured
c. Metric equivalents
d. Steps of procedure

Provide A/V On:

Measuring I and O

Laboratory Practice:

Have learner practice converting household quantities to metric quantities and record keeping.

Clinical Application:

Have measure and record a patient's I and O.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 21.01 Measure I and O

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Intake and Output"

Equipment:

a. I and O record
b. Graduated cylinder
c. Conversion table
d. Pencil and pad
e. Sign

CLASSROOM HOURS

1

EVALUATION 6.08 (continued)

a. Given a patient, physician's orders and the necessary equipment and supplies, the learner will measure and record the patient's intake and output according to performance checklist HOS 21.01.

b. Test questions are available in HOS Test Items, HOS 21.00.

TASK

6.09 Apply or remove braces

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment,apply and/or remove the patient's brace.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 9.01 Position chart

Provide Information On:

a. Why braces are used
b. Safety precautions for patients with braces
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using another classmate as the patient

Laboratory Practice:

Have learner practice the steps of the procedure using a classmate as the patient

Clinical Application:

Have learner apply and/or remove a brace from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 26.02 Apply or remove braces

Textbooks:

a. Broadwell and Milutinovic
b. Thompson and Rosdahl

Equipment:

a. Neck brace
b. Leg brace

CLASSROOM HOURS

1

EVALUATION 6.09 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will apply and/or remove the patient's brace according to performance checklist HOS 26.02.

b. Test questions are available in HOS Test Items, HOS 26.00.

TASK

6.10 Assist with post-mortum care

PERFORMANCE OBJECTIVE

Provided an expired patient and the necessary equipment, prepare the body for the mortuary

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Care required after death
b. Steps of procedure

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient

Clinical Application:

Have learner give post-mortum care

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 27.00 Give post-mortum care

Textbooks:

a. HRET Being a Nursing Aide
b. Thompson and Rosdahl

Equipment:

a. Mannequin
b. Dressings as required
c. Perineal pads
d. Bed bath supplies
e. Comb and brush
f. Identification tags
g. Patient gown or shroud

CLASSROOM HOURS

1

EVALUATION 6.10 (continued)

a. Given an expired patient and the necessary equipment, the learner will assist with post-mortum care according to performance checklist HOS 27.00 .

b. Test questions are available in HOS Test Items, HOS 27.00.

TASK

6.11 Change a colostomy dressing

PERFORMANCE OBJECTIVE

Provided a patient with a colostomy, physician's orders and the necessary equipment, change the colostomy dressing.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 16.01 Give an enema
c. 10.01 Apply bandages and binders

Provide Information On:

a. What a colostomy is
b. How to change dressing

Provide A/V On:

Colostomy care

Laboratory Practice:

Have learner practice the task using a mannequin as the patient

Clinical Application:

Have learner change a patient's dressing

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 29.01 Change a colostomy bag

Textbooks:

a. Broadwell and Milutinovic
b. Wood and Rambo

A/Vs:

Trainex "Colostomy Care"

Equipment:

a. Mannequin
b. Colostomy drainage bag
c. Gauze pads
d. Abdominal parts
e. Linen savers
f. Binder
g. Ointment absorbed
h. Newspaper or paper bag

CLASSROOM HOURS

1

EVALUATION

6.11 (continued)

a. Given a patient with a colostomy, physician's orders and the necessary equipment, the learner will change the patients colostomy dressing according to performance checklist HOS 29.01.

b. Test questions are available in HOS Test Items, HOS 29.00.

TASK

6.12 Irrigate colostomy

PERFORMANCE OBJECTIVE

Provided a patient with a colostomy, physician's orders and the necessary equipment, irrigate the patients colostomy.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 29.01 Change a colostomy dressing

Provide Information On:

a. Steps of the procedure
b. Safety factors

Provide A/V On:

Irrigating a colostomy

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient

Clinical Application:

Have learner irrigate a patients colostomy.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 29.02 Irrigate a colostomy

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Colostomy Irrigation"

Equipment:

(continued on back)

CLASSROOM HOURS

1

EVALUATION 6.12 (continued)

a. Given a patient with a colostomy, physician's orders and the necessary equipment, the learner will irrigate the patients colostomy according to performance checklist HOS 29.02.

b. Test questions are available in HOS Test Items, HOS 29.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

a. Enema can with tubing and stopcock
b. Catheter
c. 2 emesis basins
d. Bedpan
e. Lubricant
f. Newspaper
g. Linen savers
h. Pitcher of solution @ 105° F
i. Gauze pads
j. Abdominal pads
k. Binder
l. Bath blanket
m. Irrigating stand
n. Mannequin

TASK

7.01 **Administer cardiopulmonary resuscitation**

PERFORMANCE OBJECTIVE

Provided mannequins simulating an adult and an infant patient, perform CPR for a witnessed and unwitnessed arrest.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. 7.02 Take pulse
b. 7.03 Take respiration

Provide Information On:

a. Relation of cardiac and pulmonary function
b. Definition of cardiac arrest
c. Causes of cardiac arrest
d. Signs of cardiac arrest
e. Purpose of CPR
f. Steps of procedure

Provide A/V On:

CPR

Demonstration of Tasks:

By a licensed instructor

Laboratory Practice:

Have learner practice the steps of procedure on a mannequin (adult and infant)

Clinical Application: (optional)

Have learner certified by completing an authorized course

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 12.01 Perform CPR

Textbooks:

a. Georgia Heart Association Printouts
b. Red Cross Manual

A/Vs:

Provided by the resource plan

Equipment:

Resusi-mannequin (adult and infant)

CLASSROOM HOURS

8

EVALUATION 7.01 (continued)

a. Given the resusi-mannequins, learner will administer CPR to adults and infants for both a witnessed and unwitnessed arrest according to procedures used for instruction.

b. Test questions available from HOS Test Items HOS 12.01 or a licensed CPR instructor.

TASK

7.02 Control external hemorrhage

PERFORMANCE OBJECTIVE

Provided a situation simulating a patient with severe external bleeding and the necessary supplies, control the external hemorrhage.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Types of external bleeding
b. Methods of controlling hemorrhage
c. Results of uncontrolled bleeding
d. Treatment of shock

Provide A/V On:

Hemorrhage control

Demonstration of Tasks:

Hemorrhage control

Laboratory Practice:

Have learner practice the three methods of controlling external hemorrhage using a mannequin or a classmate

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 12.02 Control external hemorrhage

Textbooks:

a. Grant and Murray
b. Thompson and Rosdahl

A/Vs:

Trainex "Shock and Hemorrhage"

Equipment:

a. Gauze strips
b. Gauze pads
c. Tourniquet devices
d. Blanket
e. BP cuff
f. Stethoscope

(continued on next page)

CLASSROOM HOURS

1

EVALUATION 7.02 (continued)

a. Given a simulated situation of a patient experiencing severe external bleeding, the learner will control the bleeding.

b. Test questions are available in HOS Test Items, HOS 12.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

g. Watch with second hand
h. Mannequin

TASK

7.03 Immobilize a fracture

PERFORMANCE OBJECTIVE

Provided a patient with a fracture, immobilize the fracture.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of fractures
b. Symptoms of fractures
c. Procedure for immobilizing fractures

Provide A/V On:

Immobilizing fractures

Demonstration of Tasks:

By instructor or peer who has mastered the task. Use a mannequin or student.

Laboratory Practice:

Have learner practice the procedure using a mannequin or other student.

Clinical Application:

Have learner immobilize a fracture.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 12.03 Immobilize a fracture

Textbooks:

American Red Cross, First Aid and Personal Safety

A/Vs:

Trainex, "Fractures and Splinting"
Current Affairs "Fractures and Dislocations"

Equipment:

a. Splints
b. Bandages

CLASSROOM HOURS

1

EVALUATION 7.03 (continued)

a. Given a simulated situation of a patient with a fracture and and the necessary materials, the learner will immobilize a fracture.
b. Test questions are available in HOS Test Items, HOS 1.03.

TASK

7.04 Practice evacuation procedures

PERFORMANCE OBJECTIVE

Provided a simulated emergency situation, carry out evacuation measures.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Principles on which evacuation plans are based.
b. Types of emergencies
c. Evacuation procedures

Provide A/V On:

Removing patients from an emergency situation

Laboratory Practice:

Have learner practice removing patients from a facility by simulating an emergency.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 12.04 Evacuate patients

Textbooks:

Thompson and Rosdahl

A/Vs:

Trainex
a. "Emergency Removal of Patients"
b. "Moving the Sick and Injured"

Equipment:

Evacuation plan of clinical agency

CLASSROOM HOURS

1

EVALUATION 7.04 (continued)

a. Given a simulated emergency, and the evacuation plan, the learner will carry out evacuation measures according to the plan of a clinical agency or performance checklist HOS 12.04.

b. Test questions available in HOS Test Items, HOS 12.00.

TASK

8.01 **Collect a routine urine specimen**

PERFORMANCE OBJECTIVE

Provided a patient, pnysician's orders, laboratory requisition and the necessary equipment, collect a urine specimen from a patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02 Assist with urine elimination

Provide Information On:

a. Why urine specimens are necessary
b. Steps of procedure

Provide A/V On:

Collecting a urine specimen

Demonstration of Tasks:

Collecting a urine specimen

Laboratory Practice:

Have learner practice the task using a classmate as the patient

Clinical Application:

Have learner collect a routine urine specimen from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 15.01 Collect a routine urine

A/Vs:

Trainex a. "Collecting Urine Specimen
b. "Assisting the Patient with Urine Elimination"

Textbooks:

a. Hornemann
b. Thompson and Rosdahl

Equipment:

a. Laboratory requisition
b. Container and cover
c. Label
d. Bedpan or urinal with cover

CLASSROOM HOURS

1 hr.
30 min.

EVALUATION 8.01 (continued)

a. Given a patient, physician's orders, laboratory requisition and the necessary equipment, the learner will collect a routine urine specimen from a patient according to performance checklist HOS 15.01.

b. Test questions are available in HOS Test Items HOS 15.00.

TASK

8.02 Collect a clean-catch urine specimen

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, a laboratory requisition and the necessary equipment, collect a clean-catch urine specimen.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 15.01 Collect a routine urine specimen

Provide Information On:

a. Reason for clean-catch specimen
b. Steps of procedure

Provide A/V On:

Collecting a clean-catch specimen

Demonstration of Tasks:

Collecting a clean-catch specimen

Laboratory Practice:

Have learner practice the cleansing steps using a mannequin as the patient

Clinical Application:

Have learner collect a clean-catch urine specimen

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 15.02 Collect a clean-catch urine specimen

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Urinary Care"

Equipment:

a. Cleansing solution
b. Cotton balls
c. Sterile gloves (if required)
d. Sterile container
e. Label
f. Bedpan or bathroom
g. Mannequin

CLASSROOM HOURS

1 hr. 30 min.

EVALUATION 8.02 (continued)

a. Given a patient, physician's orders, a laboratory requisition and the necessary equipment, the learner will collect a clean-catch urine specimen according to performance checklist HOS 15.01.

b. Test questions are available in HOS Test Items, HOS 15.00.

TASK

8.03 **Test urine for sugar and acetone**

PERFORMANCE OBJECTIVE

Provided a urine specimen, physician's orders and the necessary equipment, test the urine for sugar and acetone.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 15.01 Collect a routine urine specimen

Provide Information On:

a. Why sugar and acetone are checked
b. Steps of procedure

Provide A/V On:

Testing urine for sugar and acetone

Demonstration of Tasks:

Testing urine for sugar and acetone

Laboratory Practice:

Have learner test the urine specimens of classmates

Clinical Application:

Have learner complete the task in clinical setting

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 15.03 Test urine for S/A

Textbooks:

a. Hornemann
b. Thompson and Rosdahl

Textbooks:

a. Hornemann
b. Thompson and Rosdahl

A/Vs:

Trainex "Testing the Urine for Glucose and Ketone"

Equipment:

a. Urine specimen
b. Other equipment will be dictated by type of method used; follow directions of manufacturer

CLASSROOM HOURS

1 hr. 30 min.

EVALUATION 8.03 (continued)

a. Given a urine specimen, physician's order and the necessary equipment, the learner will test the urine for sugar and acetone according to procedure explained by manufacturer.

b. Test questions are available in HOS Test Items, HOS 15.00.

TASK

8.04 Collect a 24-hour urine specimen

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, collect a 24-hour urine specimen.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 15.01 Collect a routine urine specimen

Provide Information On:

a. Purpose of 24-hour specimen
b. Steps of procedure

Provide A/V On:

24-hour specimen

Demonstration of Tasks:

24-hour specimen

Laboratory Practice:

Have learner practice setting up equipment

Clinical Application:

Have learner collect a 24-hour specimen from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 15.07 Collect a 24-hour urine specimen

Textbooks:

a. Hornemann
b. Thompson and Rosdahl

A/Vs:

Trainex "Urinary Care"

Equipment:

a. Gallon bottle
b. Label for bottle
c. Laboratory requisition
d. Signs
e. Ice (optional according to agency)

CLASSROOM HOURS

1

EVALUATION 8.04 (continued)

a. Given a patient, physician's order and the necessary equipment, the learner will collect a 24-hour urine specimen according to performance checklist HOS 15.07.

b. Test questions are available in HOS Test Items, HOS 15.07.

TASK

8.05 Give enema

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, and the necessary equipment, give the patient an enema.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02 Assist bedpan or bedside commode

Provide Information On:

a. Purpose of enema
b. Types of enemas
c. Equipment used
d. Safety factors
e. Steps of procedure

Provide A/V On:

Giving an enema

Demonstration of Tasks:

Giving an enema

Laboratory Practice:

Have learner practice giving an enema using a mannequin as the patient.

Clinical Application:

Have learner give a patient an enema

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 16.01 Give an enema

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Cleansing Enema"

Equipment:

Enema Tray containing:
a. Irrigating can
b. Tubing with stopcock
c. Rectal tube
d. Lubricant

(continued on next page)

CLASSROOM HOURS 1

EVALUATION 8.05 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will administer an enema according to performance checklist HOS 16.01.

b. Test questions are available in HOS Test Items, HOS 16.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

e. Irrigating solution at 105° F
f. Bedpan and cover
g. Linen savers
h. Mannequin

TASK

8.06 Insert rectal suppository

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, and the necessary equipment, administer a rectal suppository to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02 Assist with bedpan or bedside commode

Provide Information On:

a. Types of rectal suppositories
b. Procedure for inserting rectal suppository

Provide A/V On:

Inserting a rectal suppository

Demonstration of Tasks:

Inserting a rectal suppository

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient.

Clinical Application:

Have learner administer a rectal suppository to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 16.02 Insert rectal suppository

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Bowel Elimination"

Equipment:

a. Suppository as ordered
b. Tissues
c. Lubricant
d. Glove or finger cot
e. Mannequin

CLASSROOM HOURS 1

EVALUATION 8.06 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will administer a rectal suppository to the patient according to performance checklist HOS 16.02.

b. Test questions are available in HOS Test Items, HOS 16.00.

TASK

8.07 Collect a stool specimen

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, a laboratory requisition and the necessary equipment, collect a stool specimen from a patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02 Assist with bedpan or bedside commode
c. 16.01 Give enema
d. 16.02 Insert rectal suppository

Provide Information On:

a. Purpose of stool specimen
b. Types of tests performed on stool specimen
c. Equipment needed
d. Steps of procedure

Provide A/V On:

Collecting a stool specimen

Demonstration of Tasks:

Collecting a stool specimen

Laboratory Practice:

Have learner gather the equipment and practice labeling specimen.

Clinical Application:

Have learner collect a stool specimen from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 16.03 Collect a stool specimen

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Bowel Elimination"

Equipment:

a. Bedpan or bedside commode
b. Specimen container with label
c. Tissue
d. Tongue depressor

CLASSROOM HOURS

30 min.

EVALUATION 8.07 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will collect a stool specimen from the patient according to performance checklist HOS 16.03.

b. Test questions are available in HOS Test Items HOS 16.00.

TASK

8.08 Remove fecal impaction

PERFORMANCE OBJECTIVE

Provided a patient with a fecal impaction, physician's orders and the necessary equipment, remove the fecal impaction.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02 Assist with bedpan or bedside commode

Provide Information On:

a. What a fecal impaction is
b. Causes of a fecal impaction
c. Steps of procedure

Provide A/V On:

Removing a fecal impaction

Demonstration of Tasks:

Removing a fecal impaction

Laboratory Practice:

Have learner practice the procedure using a mannequin as the patient

Clinical Application:

Have learner remove a fecal impaction from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 16.04 Remove fecal impaction

Textbooks:

a. Lewis
b. Thompson and Rosdahl

A/Vs:

Trainex "Bowel Elimination"

Equipment:

a. Bath blanket
b. Bedpan
c. Linen savers or plastic sheet
d. Gloves
e. Lubricant
f. Mannequin

CLASSROOM HOURS

30 min.

EVALUATION 8.08 (continued)

a. Provided a patient with a fecal impaction, physician's orders and the necessary equipment, the learner will remove the fecal impaction according to performance checklists HOS 16.04.

b. Test questions are available in HOS Test Items, HOS 16.00.

TASK

9.01 Carry infant

PERFORMANCE OBJECTIVE

Provided an infant, use the appropriate holds to carry the infant

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Reasons for special ways to carry infants
b. Types of carry
c. Safety factors
d. Procedure for each type carry

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using an infant mannequin

Laboratory Practice:

Have learner practice the three ways to carry an infant, using an infant mannequin

Clinical Application:

Have learner use the three types of holds to carry an infant

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 23.01 Carry infant

Textbooks:

a. Brigley
b. Hamilton

Equipment:

Infant mannequin

CLASSROOM HOURS

1

EVALUATION 9.01 (continued)

a. Given an infant, the learner will carry the infant according to performance checklist HOS 23.01.

b. Test questions are available in HOS Test Items HOS 23.00.

TASK

9.02 Weigh and measure infant

PERFORMANCE OBJECTIVE

Provided an infant and the necessary equipment, weigh and measure the infant.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 23.01 Carry infant

Provide Information On:

a. Why accurate weight is important in infant care
b. Reason for length measurement
c. Safety factors
d. Steps of procedure

Demonstration of Tasks:

By instructor or peer who has mastered task using infant mannequin

Laboratory Practice:

Have learner practice weighing and measuring an infant, using an infant mannequin

Clinical Application

Have learner weigh and measure an infant

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 23.02 Weigh and measure infant

Textbooks:

a. Brigley
b. Hamilton

Equipment:

a. Infant scales
b. Liner for scales
c. Paper for flat surface
d. Pencil
e. Tape measure
f. Infant mannequin

CLASSROOM HOURS

1

EVALUATION 9.02 (continued)

a. Given an infant, the learner will weigh and measure the infant according to performance checklist HOS 23.00.

b. Test questions are available in HOS Test Items, HOS 23.00.

TASK

9.03 Give daily care to the newborn

PERFORMANCE OBJECTIVE

Provided an infant and the necessary equipment, give the infant daily care to include: sponge bath, cleansing female genitalia, care of circumcision, cord care, and dressing of the infant.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 23.01 Carry infant

Provide Information On:

a. Care given to a newborn
b. What type bath
c. Care of cord
d. Care of circumcision
e. Care of female genitalia
f. Steps of procedure

Provide A/V On:

Newborn care

Laboratory Practice:

Have learner practice the procedure using the infant mannequin

Clinical Application:

Have learner give daily care to a newborn.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 23.04 Daily care to newborn

Textbooks:

a. Brigley
b. Hamilton

A/Vs:

Trainex "Introduction to Infant Care"

Equipment:

a. Basin with warm water
b. Mild soap
c. Wash cloth

(continued on back)

CLASSROOM HOURS 2

EVALUATION 9.03 (continued)

a. Given an infant and the necessary equipment, the learner will give the infant daily care according to performance checklists Intro HO 2.00 and HOS 23.04.

b. Test questions are available in HOS Test Items HOS 23.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

d. Towels
e. Cotton swabs
f. Cotton balls
g. Waste container
h. Baby clothes
i. Cornstarch (optional)

TASK

9.04 Feed infant

PERFORMANCE OBJECTIVE

Provided an infant and the prescribed formula, feed the infant or assist mother to breast feed infant.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 23.01 Carry infant

Provide Information On:

a. Nutritional needs of newborn and infant
b. Importance of breast feeding
c. Types of formula
d. Steps of procedures in bottle feeding an infant and assist a mother to breast feed

Laboratory Practice:

Have learner practice bottle feeding an infant using the infant mannequin. Have learner practice giving instructions to a nursing mother, using a peer as the mother.

Clinical Application:

Have learner feed an infant or assist a mother to breast feed.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 23.05 Feed infant

Textbooks:

a. Brigley
b. Hamilton

Equipment:

a. Gown
b. Bottle with formula
c. Diaper or towel
d. Towelettes
e. Infant mannequin

CLASSROOM HOURS

1

EVALUATION 9.04 (continued)

a. Given an infant and the necessary equipment, the learner will feed the infant formula from a bottle or assist the mother to breast feed the infant according to performance checklists Intro HO 2.00, HOS 23.05a and HOS 23.05b.

b. Test questions are available in HOS Test Items HOS 23.00.

TASK

9.05 Give perineal care

PERFORMANCE OBJECTIVE

Provided a patient requiring perineal care, physician's orders and the necessary equipment, give the patient perineal care.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. What perineal care is
b. Safety factors
c. Steps of procedure

Provide A/V On:

Perineal care

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient

Clinical Application:

Have learner give perineal care to a patient

Related Tasks:

a. 10.01 Apply binders
b. 11.01 Apply local cold treatment
c. 11.03 Apply local heat
d. 11.04 Assist with sitz bath

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 24.06 Give perineal care

Textbooks:

a. Bethea
b. Anderson and Shapiro

A/Vs:

Trainex "Perineal Care"

Equipment:

(continued on back)

CLASSROOM HOURS

1 hr.
30 min.

EVALUATION

9.05 (continued)

a. Given a patient who needs perineal care, physician's orders and the necessary equipment, the learner will give perineal care according to performance checklists Intro HO 2.00 and HOS 24.06.

b. Test questions are available in HOS Test Items, HOS 24.06.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

a. Bedpan
b. Solution prescribed
c. Peri bottle
d. Cotton swabs
e. Peri pad
f. Heat lamp (optional)
g. Mannequin
h. Linen savers

TASK

9.06 Administer vaginal irrigations and medications

PERFORMANCE OBJECTIVE

Provided a female patient, physician's orders and the necessary equipment, irrigate the vaginal canal or administer vaginal medication

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Purpose of vaginal irrigation
b. Anatomy of female reproductive system
c. Steps of procedure

Laboratory Practice:

Have learner practice the steps of the proceudre, using a mannequin as the patient.

Clinical Application:

Have learner irrigate the vaginal canal of a female patient

Provide A/V On:

Vaginal irrigations

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 24.07 Irrigate vaginal canal

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Vaginal Douche"

(continued on next page)

CLASSROOM HOURS

1

EVALUATION 9.06 (continued)

a. Given a female patient, physician's orders and the necessary equipment, the learner will irrigate the vaginal canal according to performance checklists Intro HO 2.00 and HOS 24.07.

b. Test questions are available in Test Items HOS 24.07.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

a. Irrigating bag/can
b. Irrigating nozzle
c. Rubber tubing and clamp
d. Linen savers/protector
e. Solution as ordered
f. Mannequin

TASK

10.01 Process patients for unit admission

PERFORMANCE OBJECTIVE

Provided a patient, admission forms, agency policy and the necessary equipment, process the patient for admission.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 7.01 Take temperature
c. 7.02 Take pulse
d. 7.03 Take respirations
e. 7.04 Take blood pressure
f. 15.01 Collect a routine urine specimen
g. 4.01 Adjust beds and siderails

Provide Information On:

a. Importance of admission
b. Role of person admitting the patient
c. Ways to comfort patient
d. Steps of admission procedure

Provide A/V On:

Admitting a patient.

Demonstration of Tasks:

Admitting a patient

Laboratory Practice:

Have learner practice admitting a patient using a peer as the patient

Clinical Application:

Have learner admit a patient to a hospital unit

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 18.02 Admit a patient

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

A/Vs:

Trainex "Admission and Discharge"

Equipment:

continued on back

CLASSROOM HOURS

1

EVALUATION 10.01 (continued)

a. Given a patient, admission forms, agency policy and the necessary equipment, the learner will admit the patient to the hospital unit according to performance checklists Intro HO 2.00 and HOS 18.02.

b. Test questions are available in HOS Test Items, HOS 18.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

a. Pad and pen
b. Scales
c. Urine specimen container
d. Sphygmomanometer
e. Stethoscope
f. Clinical thermometer
g. Watch with second hand
h. Patient's chart

TASK

10.02 Transfer a patient within the same facility

PERFORMANCE OBJECTIVE

Provided a patient, transfer forms, agency policy and the necessary equipment, transfer the patient from one area of the facility to another.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HQ 2.00
b. 8.02 Assist patient with wheelchair
c. 8.05 Transfer patient with stretcher

Provide Information On:

a. Reasons for patient transfer
b. Safety precautions
c. Steps of procedure

Laboratory Practice:

Have learner practice transferring a patient to another locale, using a peer as the patient

Clinical Application:

Have learner transfer a patient from one area of a facility to another area.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 18.03 Transfer a patient within the facility

Textbooks:

a. HRET, Being a Nursing Aide
b. Wood and Rambo

Equipment:

a. Stretcher
b. Wheelchair
c. Blanket
d. Pillow
e. Patient's personal articles
f. Transfer forms

CLASSROOM HOURS

30 min.

EVALUATION 10.02 (continued)

a. Given a patient, transfer forms, agency policy and the necessary equipment, the learner will transfer the patient to another locale within the facility according to performance checklists Intro HO 2.00 and HOS 18.03.

b. Test questions are available in HOS Test Items HOS 18.00.

TASK

10.03 Discharge a patient

PERFORMANCE OBJECTIVE

Provided a patient, discharge orders, agency policies, discharge forms and the necessary equipment, discharge the patient from the facility.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.02 Assist patient with wheelchair
c. 8.05 Transfer patient with stretcher

Provide Information On:

a. Ways of insuring a pleasant discharge period
b. Discharge "Against Medical Advice"
c. Steps of procedure

Provide A/V On:

Discharging a patient

Laboratory Practice:

Have learner practice the steps of the procedure using a peer as the patient

Clinical Application:

Have learner discharge a patient from the facility

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 18.04 Discharge a patient

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

A/Vs:

Trainex, "Admission and Discharge"

Equipment:

a. Wheelchair
b. Stretcher
c. Discharge forms
d. Patient's belongings

CLASSROOM HOURS

30 min.

EVALUATION 10.03 (continued)

a. Given a patient, discharge orders, agency policies, discharge forms and the necessary equipment, the learner will discharge the patient from the facility according to performance checklists Intro HO 2.00 and HOS 18.04.

b. Test questions are available in HOS Test Items, HOS 18.00.

TASK

10.03 Discharge a patient

PERFORMANCE OBJECTIVE

Provided a patient, discharge orders, agency policies, discharge forms and the necessary equipment, discharge the patient from the facility.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.02 Assist patient with wheelchair
c. 8.05 Transfer patient with stretcher

Provide Information On:

a. Ways of insuring a pleasant discharge period
b. Discharge "Against Medical Advice"
c. Steps of procedure

Provide A/V On:

Discharging a patient

Laboratory Practice:

Have learner practice the steps of the procedure using a peer as the patient

Clinical Application:

Have learner discharge a patient from the facility

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 18.04 Discharge a patient

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

A/Vs:

Trainex, "Admission and Discharge"

Equipment:

a. Wheelchair
b. Stretcher
c. Discharge forms
d. Patient's belongings

CLASSROOM HOURS

30 min.

EVALUATION 10.03 (continued)

a. Given a patient, discharge orders, agency policies, discharge forms and the necessary equipment, the learner will discharge the patient from the facility according to performance checklists Intro HO 2.00 and HOS 18.04.

b. Test questions are available in HOS Test Items, HOS 18.00.

TASK

10.04 Use telephone for accepting and relaying messages

PERFORMANCE OBJECTIVE

Given a telephone, receive a message and relay it to the appropriate person

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

22.02 Transcribing physician's orders

Provide Information On:

a. Importance of good telephone manners
b. Answering the telephone
c. Placing outgoing calls
d. Transferring calls
e. Recording and delivering messages
f. Steps of procedure

Laboratory Practice:

Using taped recordings of telephoned messages have learner practice receiving and relaying messages by recording his/her response and listening to the session for self-evaluation purposes.

Clinical Application:

Have learner use the telephone for accepting and relaying messages

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.05 Accept and relay telephone messages

Textbooks:

a. HRET, Being a Ward Clerk
b. Wood and Rambo

Equipment:

a. Tape recorder
b. With sample
c. Messages
d. Telephone

CLASSROOM HOURS

30 min.

EVALUATION 10.04 (continued)

a. Given a telephone, the learner will receive a message and relay it to the appropriate person according to performance checklist HOS 22.05.

b. Test questions are available in HOS Test Items HOS 22.00.

TASK

10.05 Receive and deliver mail, gifts and flowers

PERFORMANCE OBJECTIVE

Given a patient and his/her mail, gifts or flowers deliver the articles to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. PVR 3.00 Your patient
b. MHI 1.00 Mental health

Provide Information On:

a. Emotional needs of patients
b. Why attention to personal articles improves patient's emotional security
c. Steps of procedure

Laboratory Practice:

a. Have learner practice the task, using a classmate as a patient.
b. VTR of practice with playback to improve self-awareness and importance of communication

Clinical Application:

Have learner deliver mail, gifts and/or flowers to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.03 Receive and deliver mail, gifts, and flowers

Textbooks:

a. HRET, Being a Ward Clerk
b. Wood and Rambo

Equipment:

Sample letters, flowers, or gifts

CLASSROOM HOURS

30 min.

EVALUATION 10.05 (continued)

a. Given a patient and his/her mail, gifts and/or flowers, the learner will deliver the articles according to performance checklists HOS 22.03.

b. Test questions are available in HOS Test Items HOS 2.00.

TASK

11.01 Clean a discharged patient unit

PERFORMANCE OBJECTIVE

Provided a patient unit from which the patient has been discharged, clean the unit.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Definition of terminal cleaning
b. Purpose of terminal cleaning
c. Steps of procedure

Provide A/V On:

Cleaning the discharged unit

Laboratory Practice:

Have learner practice the steps of the procedure

Clinical Application:

Have learner clean a discharged unit

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 31.02 Clean a discharged unit

Textbooks:

HRET, Being a Housekeeping Aide

A/Vs:

Trainade "Cleaning Patient Unit after Discharge

Equipment:

a. Linen hamper
b. Cleaning cloths/sponge
c. Disinfectant solution
d. Scouring powder
e. Newspaper
f. Basin of soapy water

CLASSROOM HOURS

3

EVALUATION 11.01 (continued)

a. Given a room from which the patient has been discharged and the necessary equipment, the learner will clean the unit according to the procedure listed in the textbook.

b. Test questions are available in HOS Test Items, HOS 31.00

TASK

11.02 Clean an isolation unit

PERFORMANCE OBJECTIVE

Provided an isolation unit, complete concurrent and/or terminal cleaning.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. HOS 5.01 Wash hands
b. HOS 6.02 Put on gown
c. HOS 6.03 Put on mask
d. HOS 6.04 Perform double bagging
e. HOS 30.01 Clean an occupied unit

Provide Information On:

a. Reasons for isolation
b. How infections are spread
c. How equipment is disinfected
d. Procedure for cleaning an isolation

Provide A/V On:

Cleaning an isolation unit

Laboratory Practice:

Have learner practice the procedure

Clinical Application:

Have learner clean an isolation unit

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 31.03 Clean an isolation unit

Textbooks:

HRET, Being a Housekeeping Aide

A/Vs:

Trainade "Cleaning the Isolation Unit"

Equipment:

a. Gown
b. Mask
c. Mop (wet)
d. Bucket
e. Disinfectant solution
f. Linen hamper
g. Dust mop

CLASSROOM HOURS

1 hr.
30 min.

EVALUATION 11.02 (continued)

a. Given an isolation unit and the necessary equipment, the learner will complete concurrent and/or terminal cleaning according to performance checklist HOS 31.03.

b. Test questions are available in HOS Test Items, HOS 31.03

TASK

11.03 Clean operating room, delivery room and nursery

PERFORMANCE OBJECTIVE

Provided an operating room, delivery room and newborn nursery and the necessary equipment, clean the areas.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. HOS 30.01 Clean occupied unit
b. HOS 30.03 Clean isolation unit

Provide Information On:

a. Definition of reverse isolation
b. Why newborn nursery requires special precautions
c. Why operating room and delivery room need special cleaning
d. Safety precuations for cleaning operating room and delivery room
e. Steps of procedure for cleaning each area

Provide A/V On:

Cleaning special units

Clinical Application:

Have learner clean a newborn nursery, an operating room and a delivery room

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 31.04 Clean special units

Textbooks:

HRET, Being a Housekeeping Aide

A/Vs:

Trainaide "Cleaning the Surgical Suite"

Equipment:

a. Gown
b. Mask
c. Cap
d. Shoe covers
e. Disinfectant solution
f. Wet mop
g. Bucket

CLASSROOM HOURS

3

EVALUATION 11.03 (continued)

a. Given an operating room, a delivery room and a newborn nursery and the necessary equipment, the learner will clean the units according to performance checklist HOS 31.04 a and b.

b. Test questions are available in HOS Test Items, HOS 31.00

SECTION VI

REFERENCES, RESOURCES

INSTRUCTIONAL RESOURCE MATRIX

Introduction

The following Instructional Resource Matrix lists the instructional resources required to carry out the learning activities in each unit in the program. The resources are divided into three categories.

A/Vs. Each type of A/V is identified by a symbol as follows: Filmstrips (FS), Slides (S), Slides/Tapes (ST), Tapes (T), Video Tapes (VT), Movie Film (MF), Transparencies (TR), Film Loops (FL).

Textbooks. Identified by author.

Student Materials (Instructional Units). Identified by title.

Textbook List

This list identifies the textbooks referenced on the Unit Guides and the Instructional Resource Matrix.

Instructional Units

The publisher(s) of the instructional units referenced on the Unit Guides and the Instructional Resource Matrix are listed.

Audiovisuals

The supplier(s) of the audiovisuals referenced on the Unit Guides and the Instructional Resource Matrix are listed.

Additional Instructional Resources

Textbooks. Provides a list of textbooks in addition to those referenced on the Unit Guides.

Audiovisuals. Provides a list of suppliers of audiovisuals in addition to those referenced on the Unit Guides. Also

identifies the type(s) of audiovisuals available.

Models/Simulators/Replicas. Provides a list of suppliers of instructional models.

Individualized Instruction. Identifies suppliers of individualized instruction materials in addition to those referenced on the Unit Guides.

Resource Addresses

Provides the addresses of textbook publishers and the suppliers of audiovisuals models and instructional units.

CURRICULUM AREA: Nurse Aide

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
Introduction to Nursing Assistance	Orientation - Joining the Health Care Team (FS)	HRET, Lewis	HO 2.00 Prepare for procedures
1.01 Assist the patient to maintain oral hygiene			
.01a Assist a conscious patient to maintain oral hygiene	Oral Hygiene (FS)	Hornemann, Lewis	HOS 1.01 Assist the patient to maintain oral hygiene
.01b Maintain oral hygiene for unconscious patient	"	"	"
.01c Assist a conscious patient with dentures to maintain oral hygiene	"	"	"
1.02 Assist the patient with elimination			
.02a Assist in using bedside commode	Assisting Your Patient with Elimination (FS)	Hornemann, Lewis	HOS 1.02 Assist the patient with elimination
.02b Assist in using bedpan	"	"	"
.02c Assist in using urinal	"	"	"
1.03 Give a back rub	Bed Bath (FS) Prevention and Treatment of Decubiti (FS)	Hornemann, Lewis Thompson	HOS 1.03 Give the patient a back rub
1.04 Give a bed bath	Bed Bath (FS)	Hornemann, Lewis	HOS 2.01 Give a bed bath
1.05 Assist with shower	Showers and Tub Baths (FS)	Hornemann,	HOS 2.02 Assist with shower
1.06 Assist with tub bath	"	"	HOS 2.03 Assist with tub bath

CURRICULUM AREA: Nurse Aide

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES				
		Audio-Visuals	Textbooks	Student Materials		
1.07	Dress an adult bed patient		Hornemann	HOS	2.04	Dress adult bed patient
1.08	Shave male	Bed Bath (FS)	Thompson	HOS	3.01	Shave male
1.09	Give shampoo to a bed patient		"	HOS	3.02	Give shampoo to bed patient
1.10	Brush or comb hair		Hornemann	HOS	3.03	Brush or comb hair
1.11	Give nail care		Lewis, Thompson	HOS	3.04	Care for nails
1.12	Adjust beds and siderails		HRET, Wood	HOS	4.01	Adjust bed to different positions
1.13	Make unoccupied beds		Hornemann, Lewis	HOS	4.02	Make unoccupied beds
1.14	Make an occupied bed	Occupied Bed Making (FS)	Hornemann, Lewis	HOS	4.03	Make an occupied bed
1.15	Serve food tray		HRET, Lewis	HOS	14.01	Serve food tray
1.16	Provide fresh drinking water		Caldwell, Hegner	HOS	30.01	Provide fresh drinking water
1.17	Assist in placing telephone calls			HOS	30.02	Assist the patient with the telephone
1.18	Care for patient's flowers			HOS	30.03	Care for patient's flowers
2.01	Wash hands	Medical Asepsis (FS)	Hornemann, Lewis	HOS	5.01	Wash hands
2.02	Handle sterile equipment and supplies	Sterile Technique and Dressing Change (FS)	Broadwell, Lewis	HOS	5.02	Handle sterile equipment and supplies
2.03	Put on sterile gloves	Sterile Technique and Dressing Change (FS) Medical Asepsis (FS)	Broadwell, Lewis	HOS	5.03	Put on sterile gloves

CURRICULUM AREA: Nurse Aide

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES				
		Audio-Visuals	Textbooks	Student Materials		
2.04	Prepare a unit for isolation	Principles of Isolation Technique (FS)	Lewis, Wood and Rambo	HOS	6.01	Prepare a unit for isolation
2.05	Put on and remove mask	"	"	HOS	6.02	Put on and remove mask
2.06	Put on and remove isolation gown	"	"	HOS	6.03	Put on and remove gown
2.07	Perform double bagging	"	"	HOS	6.04	Perform double bagging
2.08	Serve and remove isolation food tray		Wood and Rambo	HOS	6.05	Serve and remove isolation food tray
2.09	Clean an isolation unit	Cleaning the Isolation Unit (FS)	HRET,	HOS	31.03	Clean an isolation unit
3.01	Take temperature	Temperature, Pulse and Respiration (FS)	Hornemann, Lewis	HOS	7.01	Take temperature
3.02	Take pulse	"	"	HOS	7.02	Take pulse
3.03	Take respiration	"	"	HOS	7.03	Take respiration
3.04	Take blood pressure	Blood Pressure (FS)	"	HOS	7.04	Take blood pressure
4.01	Assist to dangle and ambulate		"	HOS	8.01	Assist to dangle and ambulate
4.02	Assist patient with wheelchair	Transfer Activities and Ambulation (FS)	Hornemann; Wood	HOS	8.02	Assist with a wheelchair
4.03	Assist patient with assistive devices	Teaching Crutch Walking (FS)	Broadwell, Lewis	HOS	8.03	Ambulate with assistive devices
4.04	Use mechanical lift	Use of Patient Lifters (FS)	Wood and Rambo	HOS	8.04	Transfer with a mechanical lift

CURRICULUM AREA: Nurse Aide

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES				
		Audio-Visuals	Textbooks	Student Materials		
4.05	Transfer patient with stretcher	Lifting and Moving Patients (FS)	Hornemann, Lewis	HOS	8.05	Transfer using a stretcher
5.01	Position dependent patient					
.01a	Position dependent patient	Positioning to Prevent Complications (FS)	Broadwell, Lewis	HOS	9.01	Position dependent patient
.01b	Log roll patient			HOS	9.01	Position dependent patient
5.02	Assist with range of motion exercises	Range of Motion Exercises Prevent Contractures (FS)	"	HOS	9.02	Assist patient with ROM exercises
5.03	Apply anti-embolic stockings	Thrombus-Etiology and Prevention (FS)	"	HOS	9.03	Apply anti-embolic stocking
5.04	Place patient on alternating pressure mattress	Prevention and Treatment of Decubiti (FS)	"	HOS	9.04	Place patient on alternating pressure mattress
5.05	Apply restraints	Use of Protective Restraints (FS)	Broadwell. Lewis	HOS	9.05	Apply restraints
5.06	Feed the patient	Feeding the Patient (FS)	HRET, Lewis	HOS	14.02	Serve food tray
6.01	Apply bandages and binders	Application of Bandages and binders (FS)	Hornemann, Lewis	HOS	10.01	Apply bandages and binders
6.02	Administer local cold treatments	Local Applications of Heat and Cold (FS)	HRET, Lewis	HOS	11.01	Apply local cold treatments
6.03	Give tepid bath		HRET, Lewis	HOS	11.02	Administer tepid baths
6.04	Administer local heat treatments	Local Applications of Heat and Cold (FS)	Hornemann, Lewis	HOS	11.03	Administer local heat applications

CURRICULUM AREA: Nurse Aide

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES				
	Audio-Visuals	Textbooks	Student Materials		
6.05 Assist with sitz bath		Hornemann, Lewis	HOS	11.04	Assist patient with sitz bath
6.06 Assist with breathing exercises	Care of the Patient with Emphysema (FS)	Keane, Thompson	HOS	13.02	Assist a patient with breathing exercises
6.07 Assist with postural drainage	Postural Drainage, Clapping and Vibration (FS)	Broadwell, Keane	HOS	13.03	Assist a patient with postural drainage
6.08 Measure intake and output	Intake and Output (FS)	Hornemann, Lewis	HOS	21.01	Measure intake and output
6.09 Apply or remove braces		Broadwell and Milutinovic, Thompson and Rosdahl	HOS	26.02	Apply or remove braces
6.10 Assist with post-mortum care	Care of the Patient Who is Dying (FS)	HRET, Thompson	HOS	27.00	Give post-mortum care
6.11 Change colostomy dressing	Colostomy Care (FS)	Broadwell, Milutinovic, Wood and Rambo	HOS	29.01	Change colostomy drainage bag
6.12 Irrigate colostomy	Colostomy Irrigation (FS)	Hornemann, Lewis	HOS	29.02	Irrigate colostomy
7.01 Administer CPR	Methods of Cardiopulmonary Resuscitation (FS)	Georgia Heart Asso. Red Cross	HOS	12.01	Perform Cardiopulmonary Resuscitation
7.02 Control external hemorrhage	Shock and Hemorrhage (FS)	Grant, Thompson	HOS	12.02	Control external hemorrhage
7.03 Immobilize a fracture	Fractures and Splinting (FS) Fractures and Dislocations (FS)	American Red Cross	HOS	12.03	Immobilize a fracture

CURRICULUM AREA: Nurse Aide

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES				
		Audio-Visuals	Textbooks	Student Materials		
7.04	Practice evacuation procedures	Emergency Removal of Patients (FS) Moving the Sick and Injured (FS)		HOS	12.04	Evacuate patients
8.01	Collect a routine urine specimen	Collecting Urine Specimens (FS) Assisting the Patient with Urine Elimination (FS)	Hornemann, Thompson	HOS	15.01	Collect a routine urine specimen
8.02	Collect a clean catch urine specimen	Urinary Care (FS)	Hornemann, Lewis	HOS	15.02	Collect a clean-catch urine specimen
8.03	Test urine for sugar and acetone	Testing Urine for Glucose and Ketones (FS)	Hornemann, Lewis	HOS	15.03	Check urine for sugar and acetone and specific
8.04	Collect 24-hour urine specimen	Urinary Care (FS)	Hornemann, Lewis	HOS	15.07	Collect a 24-hour urine specimen
8.05	Give enema	Cleansing Enema (FS)	Hornemann, Lewis	HOS	16.01	Give an enema
8.06	Insert rectal suppository	Bowel Elimination (FS)	Hornemann, Lewis	HOS	16.02	Insert a rectal suppository
8.07	Collect a stool specimen	Bowel Elimination (FS)	Hornemann, Lewis	HOS	16.03	Collect a stool specimen
8.08	Remove fecal impaction	Bowel Elimination (FS)	Hornemann, Lewis	HOS	16.04	Remove a fecal impaction

CURRICULUM AREA: Nurse Aide

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES				
		Audio-Visuals	Textbooks	Student Materials		
9.01	Carry infant		Brigley, Hamilton	HOS	23.01	Carry infant
9.02	Weigh and measure infant		Brigley, Hamilton	HOS	23.02	Weigh and measure infant
9.03	Give daily care to the newborn	Introduction to Infant Care (FS)	Brigley, Hamilton	HOS	23.04	Give daily care to newborn
9.04	Feed infant	Bottle Feeding (FS) Infant Care - Breast Feeding (FS)	Brigley, Hamilton	HOS	23.05	Feed an infant
9.05	Give perineal care	Perineal Care (FS)	Bethea, Anderson and Sahpiro	HOS	24.06	Give perineal care to male and female
9.06	Administer vaginal irrigations and medications	Vaginal Douche (FS)	Hornemann, Lewis	HOS	24.07	Administer vaginal irrigations and medications
10.01	Process patient for admission	Admission and Discharge (FS)	HRET, Lewis	HOS	18.01	Prepare a unit for admission
10.02	Transfer patient within facility		HRET, Wood	HOS	18.02	Transfer a patient
10.03	Discharge a patient	Admission and Discharge (FS)	HRET, Lewis	HOS	18.03	Discharge a patient
10.04	Use telephone for accepting and relaying messages		HRET, Wood and Rambo	HOS	22.05	Accept and relay telephone messages
10.05	Receive and deliver mail, gifts and flowers		HRET, Wood and Rambo	HOS	22.03	Receive and deliver mail, gifts, and flowers

CURRICULUM AREA: Nurse Aide

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
11.01 Clean a discharged patient unit	Cleaning a Discharged Unit (FS)	HRET	HOS 31.02 Clean a discharged unit
11.02 Clean an isolation unit	Cleaning the Isolation Unit (FS)	HRET	HOS 31.03 Clean an isolation unit
11.02 Clean operating room, delivery room and nursery	Cleaning the Surgical Suite (FS)	HRET	HOS 31.04 Clean special units

TEXTBOOK LIST

American Red Cross, First Aid and Personal Safety.

Anderson and Shapiro, Obstetrics for the Nurse, Delmar, 1979.

Becker and Fendler, Vocational and Personal Adjustments in PN, Mosby, 1978.

Bethea, Introductory Maternity Nursing, Lippincott, 3rd ed., 1979.

Brigley, Pediatrics for the Practical Nurse, Delmar, 1973.

Broadwell and Milutinovic, Medical-Surgical Nursing Procedures, Delmar, 1977.

Caldwell and Hegner, Health Assistants, Delmar, 1979.

Grant and Murray, Emergency Care, Brady, 2nd ed., 1978.

Hamilton, Basic Pediatric Nursing, Mosby, 3rd. ed., 1978.

Hornemann, Basic Nursing Procedures, Delmar, 1979.

HRET, Being a Housekeeping Aide

HRET, Being a Nursing Aide, Brady, 1978.

HRET, Being a Ward Clerk, Brady, 1967.

Keane, Essentials of Nursing, Saunders, 4th ed., 1979.

Lewis, Fundamental Skills of Patient Care, Lippincott, 1976.

Milliken, Understanding Human Behavior, Delmar, 1974.

Thompson and Rosdahl, Textbook of Basic Nursing, Lippincott, 2nd ed., 1973.

Wood and Rambo, Nursing Skills for Allied Health, Saunders, 1977.

INSTRUCTIONAL UNITS

All Instructional Units referenced in the Unit Guide sheets and listed on the Instructional Resource Matrix are State of Georgia developed materials. These units are available from the Vocational Education Materials Center, University of Georgia.

AUDIO-VISUALS

Trainex Corporation, sound filmstrips for the Health Care field.

Georgia (VEMC), slides and tapes for Health Occupations skills.

ADDITIONAL INSTRUCTIONAL RESOURCES

Textbooks

Brooks and Brooks, The Human Body, Structure and Function in Health and Disease, Mosby, 2nd ed., 1980

Govani and Hayes, Drugs and Nursing Implications, Appleton-Century-Croft

Howe, Basic Nutrition in Health and Disease, Saunders, 6th ed., 1976

Ingalls and Salerno, Maternal and Child Nursing, Mosby

Kerschner, Nutrition and Diet Therapy for PN, F.A. Davis

Memmler and Wood, Structure and Function of the Human Body, Lippincott, 1977

Morgan and Johnson, Mental Health and Mental Illness, Lippincott, 2nd ed., 1976

Scherer, Introductory Clinical Pharmacology, Lippincott, 1975

Scherer, Introduction to Medical Surgical Nursing (Workbook), Lippincott, 1977

Smith and Germaine, Care of the Adult Patient, Lippincott, 4th ed. 1975

Thomas, (Ed), Taber's Cyclopedic Medical Dictionary, F.A. Davis Company, 13th ed., 1977

Thompson, Pediatrics for Practical Nurses, Saunders, 3rd ed., 1976

Williams, Mowry's Basic Nutrition and Diet Therapy, Mosby, 6th ed., 1980

Audiovisuals

American Cancer Society	16 mm films
American Learning Systems	Sound filmstrips
Career Aids	Sound filmstrips Transparencies
Concept Media	Sound filmstrips
Human Relations Media	Sound filmstrips

Lippincott	Sound filmstrips Slides/tapes 16 mm film Videotapes Filmloops Self-instructional audiovisual modules
National Archives Trust Fund Board	16 mm film Video cassettes (rent or purchase)
Robert J. Brady	Overhead transparencies Slides/tapes Video tapes Sound filmstrips Audio tapes
Vocational Educational Materials Center (VEMC)	Slide/tapes

Models/Simulators/Replicas

Trainex	
Fisher Scientific Company	
Nystrom	

Individualized Instruction

Lippincott	Self-instructional modules

RESOURCE ADDRESSES

American Cancer Society
Georgia Division, Inc.
2025 Peachtree Road NE
Atlanta GA 30309

American Learning Systems, Inc.
P.O. Box 2173
Columbus GA 31902
(404)327-2619

Appleton-Century-Croft
292 Madison Avenue
New York NY 10017
(212) 532-1700

Brady (Robert J. Brady)

Career Aids INc.
8950 Lurline Avenue
Department V14
Chatsworth CA 91311

Concept Media
P.O. Box 19542
Irvine CA 92714

C.V. Mosby Company
11830 Westline Industrial Dr.
St. Louis MO 63141
(314) 872-8370

Delmar Publishers
Division of Litton Educ. Pub. Inc.
50 Wolf Road
Albany NY 12205

F.A. Davis Company
1945 Arch Street
Philadelphia PA 19103
(215) 568-2270

Fisher Scientific Company
Educational Materials Div.
4901 W. LeMoyne Street
Chicago IL 60651

General Electric Company
Training and Education Programs
1 River Road, Building 22, Room 232
Box MK
Schenectady NY 12345

Human Relations Media
175 Tompkins Avenue
Pleasantville NY 10570

Health Professions Publications
J.B. Lippincott Company
East Washington Square
Philadelphia PA 19105
(800) 523-2945

Macmillan Publishing Co., Inc.
866 Third Avenue
New York NY 10022
(212) 935-2000

McGraw-Hill Book Company
1221 Avenue of the Americas
New York NY 10020
(212) 997-1221

Mosby (C.V. Mosby)

National Archives Trust Fund Board
National Audiovisual Center
Washington DC 20409

Nystrom
3333 Elston Avenue
Chicago IL 60618
(312) 463-1144
(Local ReP)
John Wilhelm
4778 Devon Way
Stone Mountain GA 30088
(404) 981-7608

Robert J. Brady Company
Subs of Prentice Hall
Routes 197 and 450
Bowie MD 20715
(301) 262-6300

Saunders (W.B. Saunders)

W.B. Saunders Company
Subs of Columbia Broadcasting System
W. Washington Square
Philadelphia PA 19105
(215) 574-4700

Trainex Corporation
P.O. Box 116
Garden Grove CA 92642
(800) 854-2485

Vocational Education Materials
Center (VEMC)
Green Street
University of Georgia
Athens GA 30602

SECTION VII

STUDENT RECORDS

STUDENT RECORDS

This section contains three forms, the Individual Progress Report Chart, the Group Progress Chart and the Student Competency Record. The use of these charts is described below.

INDIVIDUAL PROGRESS REPORT. One copy should be kept in each student's confidential file and updated as tasks are completed. Grades should be assigned upon task completion and then averaged for grade reporting. Difficulty, excessive amounts of time, etc. should be noted on this form and should be discussed with the student and/or parents of secondary students.

GROUP PROGRESS CHART. This chart reflects task completion only and can be displayed in the classroom or lab area. Due to confidentiality of records, a grade must not be recorded. The instructor should maintain a copy of this record and update it daily.

STUDENT COMPETENCY RECORD. This record provides a listing of all tasks or units in the program, a space is designated for the student's name, program identification D.O.T. number and job title and a check off column to initial and date competency completion. The D.O.T. number and job title should be filled in when the student leaves the program for any reason. The information will indicate his/her qualifications for a job. This information will be especially useful to early leavers who have not completed the total program. A list of tasks is provided for each exit point on page VII-4. In addition a Task Listing/D.O.T. Code Cross Reference Table in Section III contains information that identifies the tasks for each job title.

The following is a list of tasks which will enable a student to meet the requirements for the identified occupation.

Home Attendant 354.377-014	Occupational Therapy Aide 355.374-014	Ward Clerk 245.362-014	Hospital Entrance Attendant 355.677-014
1.00 (all)	4.00 (all)	10.00 (all)	4.02
2.01	5.02		4.03
3.00 (all)	10.04		4.05
4.00 (all)			
5.01			
5.02			
5.03			
5.06			
6.01			
6.02			
6.02			
6.03			
6.04			
6.05			
6.08			
6.09			
6.11			
6.12			
7.01			
7.02			
8.01			
8.02			
8.04			
8.05			
8.06			
8.07			
8.08			
9.01			
9.02			
9.03			
9.04			

INDIVIDUAL PROGRESS REPORT

NAME _____

PROGRAM/ CLUSTER _____ AREA _____

TASK/ UNIT NO.	UNIT TITLE	DATE STARTED	DATE COMP.	EST. TIME	GRADE

GROUP PROGRESS CHART

NAME	UNITS/TASKS															

RECORD OF DEMONSTRATED JOB COMPETENCIES

STUDENT NAME _____ PROGRAM _____

DICTIONARY OF OCCUPATIONAL TITLES JOB CLASSIFICATION: D.O.T. No. _____

JOB TITLE _____

Unit No.	Competency Demonstrated	Initial Date	Unit No.	Competency Demonstrated	Initial Date
	Personal Care		5.03	Apply Anti-Embolic Stocking	
1.01	Assist the Patient to Maintain Oral Hygiene		5.04	Place Patient on Alternating Pressure Mattress	
1.02	Assist the Patient with Elimination		5.05	Apply Restraints	
1.03	Give the Patient a Back Rub		5.06	Feed the Patient	
1.04	Give Bed Bath			**Patient Treatments**	
1.05	Assist with Shower		6.01	Apply Bandages and Binders	
1.06	Assist with Tub Bath		6.02	Apply Local Cold Treatments	
1.07	Dress Adult Bed Patient		6.03	Administer Tepid Baths	
1.08	Shave Male		6.04	Apply Local Heat Treatments	
1.09	Give Shampoo to Bed Patient		6.05	Assist Patient with Sitz Bath	
1.10	Brush or Comb Hair		6.06	Assist a Patient with Breathing Exercises	
1.11	Care for Nails				
1.12	Adjust Bed to Different Positions		6.07	Assist Patient with Postural Drainage	
1.13	Make Unoccupied Beds		6.08	Measure Intake and Output	
1.14	Make an Occupied Bed		6.09	Apply or Remove Braces	
1.15	Serve Food Tray		6.10	Give Post-mortum Care	
1.16	Provide Fresh Drinking Water		6.11	Change Colostomy Drainage Bag	
1.17	Assist Patient with Telephone		6.12	Irrigate Colostomy	
1.18	Care for Patient's Flowers				
				Emergency Procedures	
	Aseptic/Isolation Techniques		7.01	Perform Cardiopulmonary Resuscitation	
2.01	Wash Hands				
2.02	Handle Sterile Equipment and Supplies		7.02	Control External Hemorrhage	
			7.03	Immobolize a Fracture	
2.03	Put on Sterile Gloves		7.04	Evacuate Patients	
2.04	Prepare a Unit for Isolation				
2.05	Put on and Remove Mask			**Urinary and Bowel Care**	
2.06	Put on and Remove Gown		8.01	Collect a Routine Urine Specimen	
2.07	Perform Double Bagging		8.02	Collect a Clean-Catch Urine Specimen	
2.08	Serve and Remove Diet Tray in Isolation		8.03	Check Urine for Sugar and Acetone and Specific Gravity	
2.09	Clean the Occupied Isolation Unit		8.04	Collect a 24-hour Urine Specimen	
			8.05	Give an Enema	
	Vital Signs		8.06	Insert a Rectal Suppository	
3.01	Take Temperature		8.07	Collect a Stool Specimen	
3.02	Take Pulse		8.08	Remove a Fecal Impaction	
3.03	Take Respirations				
3.04	Take Blood Pressure			**Maternal and Infant Care**	
			9.01	Carry Infant	
	Ambulating and Transporting		9.02	Weigh and Measure Infant	
4.01	Assist to Dangle and Ambulate		9.03	Give Daily Care to Newborn	
4.02	Assist with a Wheelchair		9.04	Feed an Infant	
4.03	Ambulate with Assistive Devices		9.05	Give Perineal Care to Male and Female	
4.04	Transfer with a Mechanical Lift				
4.05	Transfer Using a Stretcher		9.06	Administer Vaginal Irrigations and Medications	
	Dependent Patient Care				
5.01	Position Dependent Patient			**Admission, Transfer and Discharge**	
5.02	Assist Patient with ROM Exercises		10.01	Receive and Admit a Patient	

Unit No.	Competency Demonstrated	Initial Date	Unit No.	Competency Demonstrated	Initial Date
10.02	Transfer a Patient			Housekeeping	
10.04	Accept and Relay Telephone Messages		11.01	Clean the Occupied Unit	
			11.02	Clean the Discharge Unit	
10.05	Receiving and Delivering Mail, Gifts and Flowers		11.03	Clean Special Areas	

This is to certify that the above named student has demonstrated proficiency in the performance of the tasks and/or competencies indicated above. These tasks and/or competencies have been determined to be the skills and knowledge that are necessary for entry level employment into the job classification indicated.

Date_____ Instructor_____

School_____

SECTION VIII

SPECIAL NEEDS STUDENT

WORKING WITH SPECIAL NEEDS STUDENTS

Introduction

Special needs students are those who are designated as handicapped and/or disadvantaged. The 1976 vocational education amendment defines handicapped individuals as:

> Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, or persons with other specific disabilities, who by reason thereof require special education and related services and who cannot succeed in the regular vocational education programs.

In Title II of the 1976 education amendments disadvantaged persons are defined as:

> Persons (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs in order to enable them to succeed in vocational education programs.

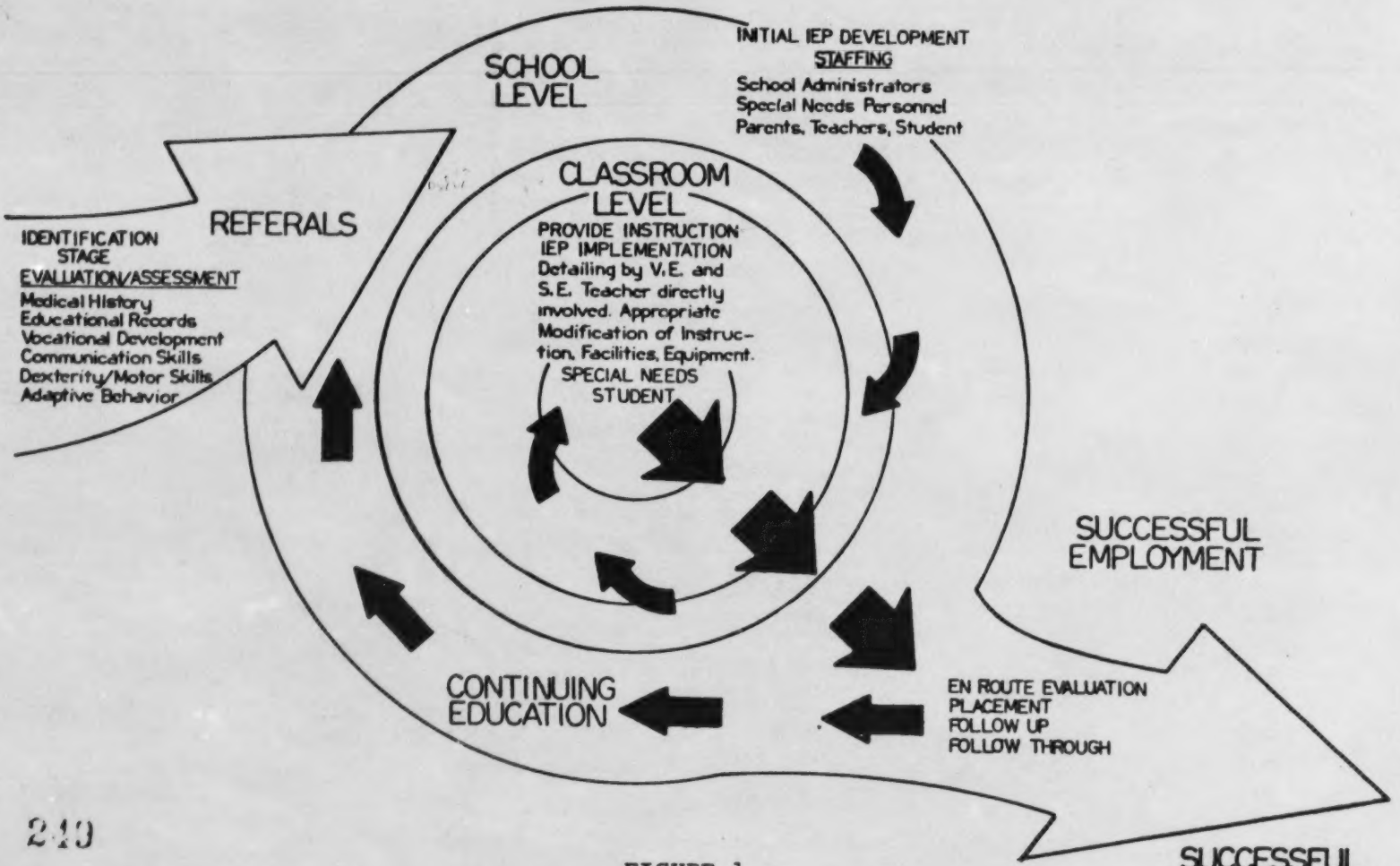
Federal legislation requires that these special people be given an opportunity to function in a regular classroom. This section provides information on how special needs students are identified and how they can be mainstreamed into regular educational environments.

Figure One presents a model depicting various activities of the process in identifying and mainstreaming special needs students. These activities are conducted at three levels: the system level, the school level and the classroom level. All three levels must work together if implementation of the process is to be effective.

Identification Of The Special Needs Student

Through a variety of pre-testing procedures, special needs students are identified and their potentials are evaluated at the

SPECIAL NEEDS MAINSTREAMING MODEL



VIII-4

FIGURE 1

system level. This evaluation process consists of collecting and assessing the following data for each student:

-Medical History
-Educational Records
-Vocational Development
-Communication Skills
-Dexterity/Motor Skills
-Adaptive Behavior

When this procedure has been completed, the system personnel refers the student to the appropriate school level personnel.

Development of the Plan

At the school level, an Individual Education Plan (IEP) is developed for each special needs student. An IEP is a written plan which describes the educational objectives, both long and short term, and the support services for a special needs student. The plan is developed by the school administration, special education personnel, teacher(s) directly involved with the student and the parent(s). In some cases, the student may help with the development.

Implementing the I.E.P.

The actual implementing of the I.E.P. begins at the classroom level. The purpose of the teacher dealing with the special needs student is to help the student set realistic goals, identify the barriers which make it difficult for the student to learn and adapt the curriculum and/or facilities with reference to the I.E.P. so the student can learn while overcoming personal barriers.

Special needs students have problems which hinder their learning. Therefore, a teacher's job becomes more complicated than when teaching "regular" students. Handicapped students may have a variety of problems - mental, physical and/or emotional.

Academically disadvantaged students may exhibit language deficiencies, reading and writing deficiencies, computational deficiencies and general educational deficiencies. Economically disadvantaged students may possess an inability to concentrate because their primary needs - food, shelter, clothing - are not adequately met due to lack of money.

By considering these problems, teachers can modify existing programs to accommodate the needs of special needs learners. Some suggestions which may prove beneficial in modifying an existing curriculum are listed below:

-Prepare instructional materials in greater detail and assign work in shorter units.

-Provide more frequent evaluation of student's progress and provide opportunities for remedial work.

-Be aware of the student's limited vocabulary.

-Be aware of the student's inability to understand abstractions and generalizations and prepare materials accordingly.

-Keep the student aware of his or her progress and make the student feel he or she can succeed.

-Use real teaching aids, live work and practical experiences whenever possible.

-Choose reading material which is at the student's level, interest and experience.

-Use constructive criticism only.

-Use peer instruction whenever possible.

-Allow the student to advance at his or her own pace.

-Use the part-to-whole learning concept in adapting materials.

Materials Which Can Be Used to Teach Disadvantaged

In Georgia an effective set of materials has been developed to be used with a program to help disadvantaged students adjust

to life and work situations. This program is called CVAE or Coordinated Vocational Academic Education. The CVAE program is organized with a coordinator who is responsible for the type of instruction the students receive, and a team of teachers assigned to the coordinator who work cooperatively to help the disadvantaged students learn to enjoy school and become more successful students. CVAE materials include visuals in the form of synchronized slide/tape presentations. These units are designed to help the disadvantaged student become more successful in school, learn good work habits, become an aware consumer, and develop a better self-image and appearance. (Although designed especially for disadvantaged students, CVAE may also be used in regular classroom situations). The vocational education teacher should work with the CVAE coordinator to design a program of study for the disadvantaged students in areas in which the student needs help.

In some cases, facilities, must be modified for handicapped special needs students. In general, as long as the classroom/shop meets federal guidelines for barrier free design, extensive facility changes need not be made. For visually impaired students, for example, let the student locate in the classroom where he or she can see best even to the point of moving the desk or work station as a portable unit. In the case of orthopedically handicapped, some changes may have to be made to shop machinery to allow the student to use it. This may involve more convenient controls or special seating where the student would normally stand. In making these changes, special education expertise would be helpful.

Evaluation

Evaluation of the student's program should consist of:

-En-route evaluation (formative) to monitor the student's progress through the program.

-Summative evaluation upon completion of the program to determine job readiness.

-Follow-up after placement to determine if the student is successful on the job.

-Follow-through activities designed to identify any further training needed, which is indicated by the follow-up procedure.

Working with special needs students is much more demanding of the system, the school and the classroom teacher. However, with their patience and understanding, special needs students can not only succeed, but in many cases excell.

RESOURCES

To aid the teacher in modifying materials for special needs categories, the following references are listed by category. These are suggested references only as a world of materials exist on this subject.

Mentally Retarded

A Curriculum Guide for Teachers of Educable Mentally Retarded. Danville, Ill.: The Interstate Printers and Publishing Co., Inc.

High, Elizabeth C., and Moyers, Kathy L. Training Manual: Developing Pre-Vocational/Vocational Skills in Developmentally Disabled Persons. Washington, D.C.: Job Development Laboratory, George Washington University, 1976.

Kolstoe, Oliver P. Teaching Educable Mentally Retarded Children. Holt, Rinehart and Winston, 1976.

Mulligan, Robert E.; Gavin, Donald and Conaley, James. Comprehensive Career Education Curriculum Guide for the Trainable. New Brunswick, N.J.: Rutgers Vocational-Technical Curriculum Laboratory, 1977.

Introduction to Vocations for Educable Mentally Retarded. New Jersey: New Jersey Department of Education.

State of Ohio Curriculum Guide for Moderately Retarded Learners. Columbus, Ohio: Ohio Department of Education, 1977.

Tucker, Mark M. Learning through Curriculum Modification; A Blueprint to Teaching the Mentally Retarded. Johnstown, PA.: Mafex Associates, Inc., 1976.

Watson, Marjorie. Mainstreaming the Educable Mentally Retarded. Washington, D.C., NEA, 1975.

Hearing Impaired

Alvin, Howard P. The Evolution of an Evaluation Design for Evaluating Secondary Programs for the Deaf in Vocational Occupational-Technical Education (VOTE) Programs. ERIC - ED 123-241.

Guidelines: Educational Planning for the Hearing Handicapped. North Carolina Public Schools. Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh, N.C., 1977.

Munson, Harold L.; Eglston, Judy Cobb and Phillips, Gordon B. Career Education for Deaf Students: An Inservice Leader's Guide. University of Rochester, College of Education, Center for the Study of Helping Services, Rochester, N.Y. 1975.

Nix, Gary W. Mainstreaming Education for Hearing Impaired Children and Youth. Grune and Stratton, 1976.

Orthopedically and Other Health

A Model Plan for a Cooperative Vocational Rehabilitation Program. Office of Human Development, Rehabilitation Services and Administration. Department of Health, Education and Welfare, Washington, D.C.

Mallix, Kalisanker and Mueller, Jim. Vocational Aids and Enhanced Productivity of the Severely Disabled. The George Washington University Rehabilitation Research and Training Center, Washington, D.C. 1975.

McCarthy, Henry and Smart, Landon. Recommendations for Enhancing Employment Prospects of Handicapped Individuals. Comps. Human Resources Center, Albertson, L. I., 1978.

Duncan, John, et al. Environmental Modifications for the Visually Impaired: A Handbook. Visual Impairment and Blindness, December 1977, p. 442-455.

Disadvantaged

Guidelines for Methods and Techniques of Teaching Disadvantaged Students. Division of Vocational Education, Virginia Polytechnic Institute and State University, Blackburg, VA.

A Handbook for Developing Programs and Services for Disadvantaged Students. Department of Vocational Education Studies, College of Education, Southern Illinois, University of Carbondale, Carbondale, Ill. 62901

By Program

Adaption of Home Economics Curricula for Special Needs. North Dakota Research Coordination Unit, State Board for Vocational Education, State Office Building, Bismarck, ND.

Auto Body: An Adaptive and Developmental Program for Special Needs Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Floriculture Board of Cooperative Educational Services of Nassaw County, Division of Occupational Education, Division of Special Education, Westburg, NY 1975.

Grubb, Francine. Basic Business - A Teacher's Guide to an Employment Orientation Course for Special Needs Students. Vocational Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Home Economics and the Exceptional Student: A Handbook for Home Economics Teachers Working with Mentally Retarded Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Troutman, Carol M. Introduction to Office Occupations. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1974.

Working with the Handicapped in the Vocational Home Economics Classroom. Division of Vocational Education, State of Ohio, Columbus, Ohio.

Coordinated Vocational Education and Training (C.V.E.T.) manuals for disadvantaged, available from: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

-CVET Construction 3100219 Teacher's Guide
3100209 Student

-CVET General Mechanics 3100239 Teacher's Guide
3100229 Student

General Special Needs

A Handbook for Modifying Vocational Curricula for Handicapped Students. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, May 1980.

Bottoms, J.E. and Scott, C.P. Supportive services for special student groups. In J.E. Wall (ed.), Vocational Education for Special Groups. Sixth Yearbook, Washington, D.C.: American Vocational Association, 1976.

Gill, Douglas H. and Scott, C. Paul. A practical model for mainstreaming handicapped learners in vocational education. The Journal for Vocational Special Needs Education, Vol. 1, No. 3, April, 1979, pp. 3-7.

Gugerty, J., et al. Tools, Equipment and Machinery Adapted for the Vocational Educator and Employment of the Handicapped. Project #498749006, Wisconsin Vocational Studies Center, Madison, Wisconsin, January 1981.

Hull, Marc E., Berry, Owen J. and Clark, Donald L. Procedures for Teaching Vocational Concepts to Students with Special Needs. Texas A & M University, Final Report Project 62350274, June 1976.

The Related Vocational Instruction Program. Georgia's Approach to Vocational Education for the Handicapped at the Secondary level, Douglas H. Gill, Project Coordinator, Vocational Programs for the Handicapped, Georgia Southern College, Statesboro, Georgia.

Vocational Educational Resource Materials, A Bibliography of Materials for Handicapped and Special Education. Third edition, 1978. Wisconsin Vocational Studies Center, University of Wisconsin - Madison.

SECTION IX

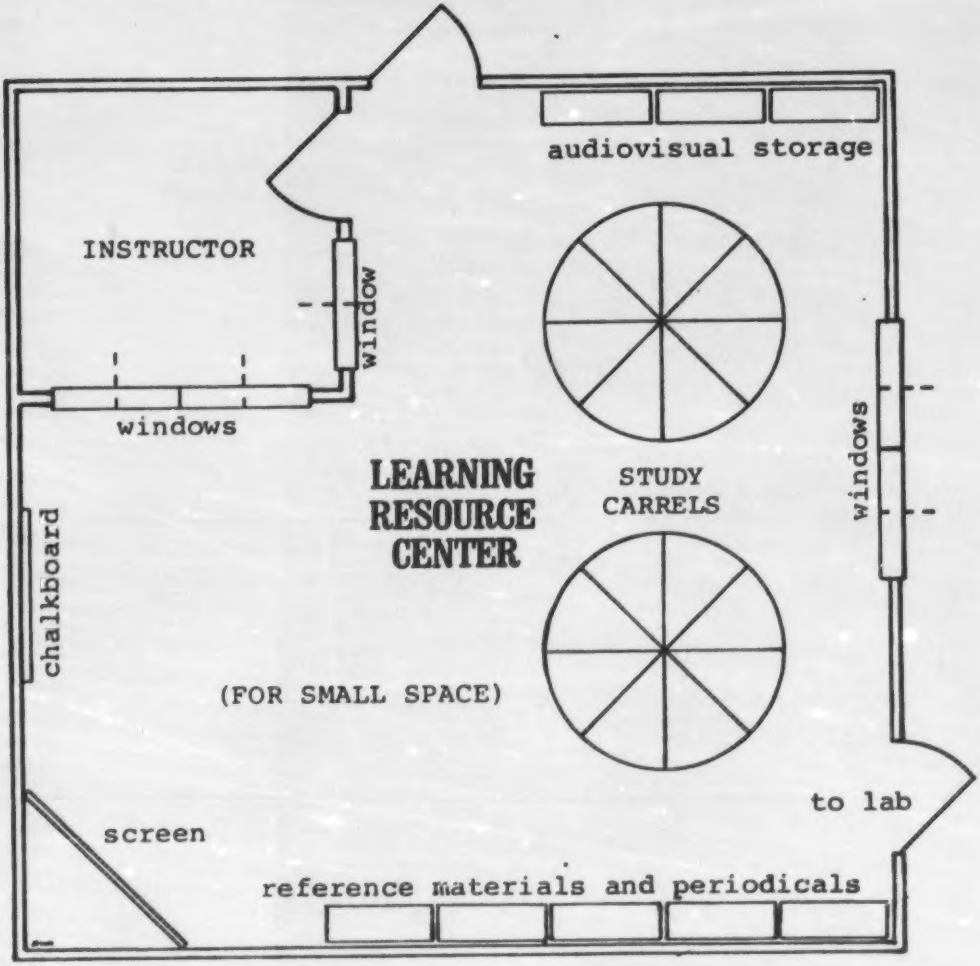
FACILITY LAYOUT

Facility Layout

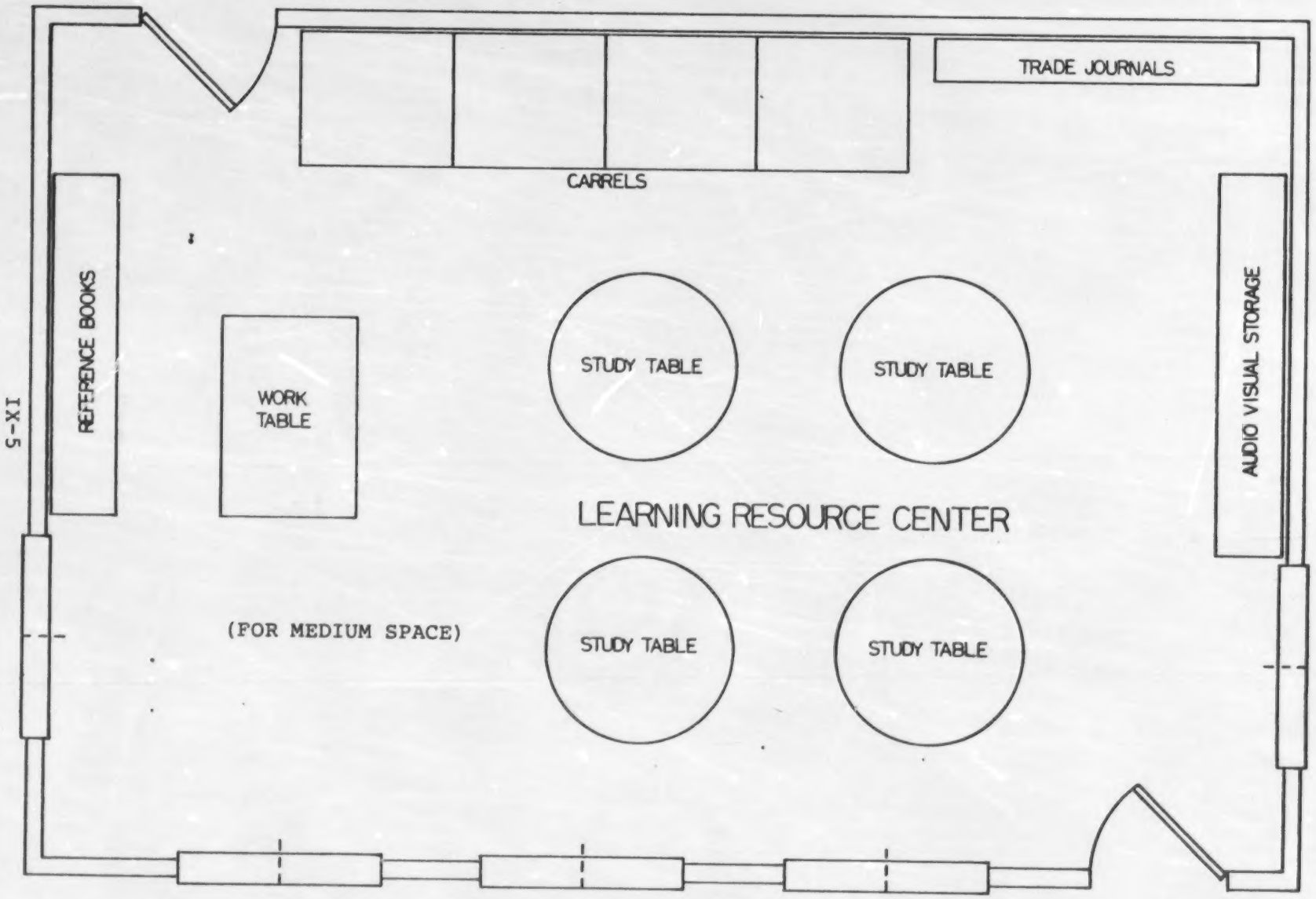
The following layouts on the following pages are presented to aid in arranging the classroom and laboratory for efficient instruction. The three resource center arrangements represent small, medium and large centers. Ultimately the instructor must determine an arrangement that best fits the needs of the students and the instructional method being used.

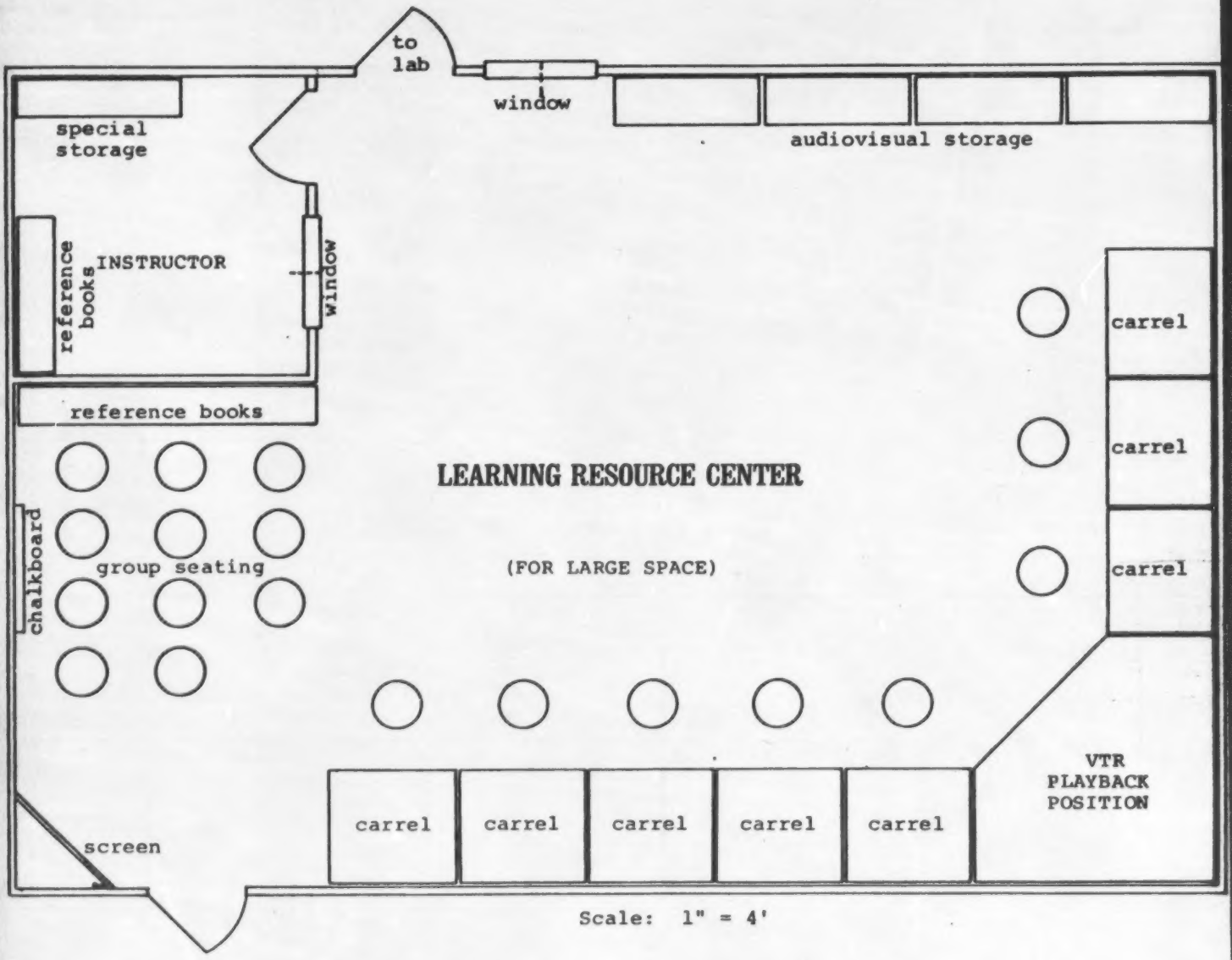
The laboratory facility layout is one recommended by the teachers who developed the Health Occupations Skills program materials. This facility is easily adaptable to a variety of arrangements that will best fit local needs. The last layout, page IX-8 is a traditional classroom/laboratory layout.

These layouts may be especially useful in those schools where classroom renovation or construction is being planned.


audiovisual storage
INSTRUCTOR
window
windows
windows
LEARNING
RESOURCE
CENTER
STUDY
CARRELS
chalkboard
(FOR SMALL SPACE)
to lab
screen
reference materials and periodicals

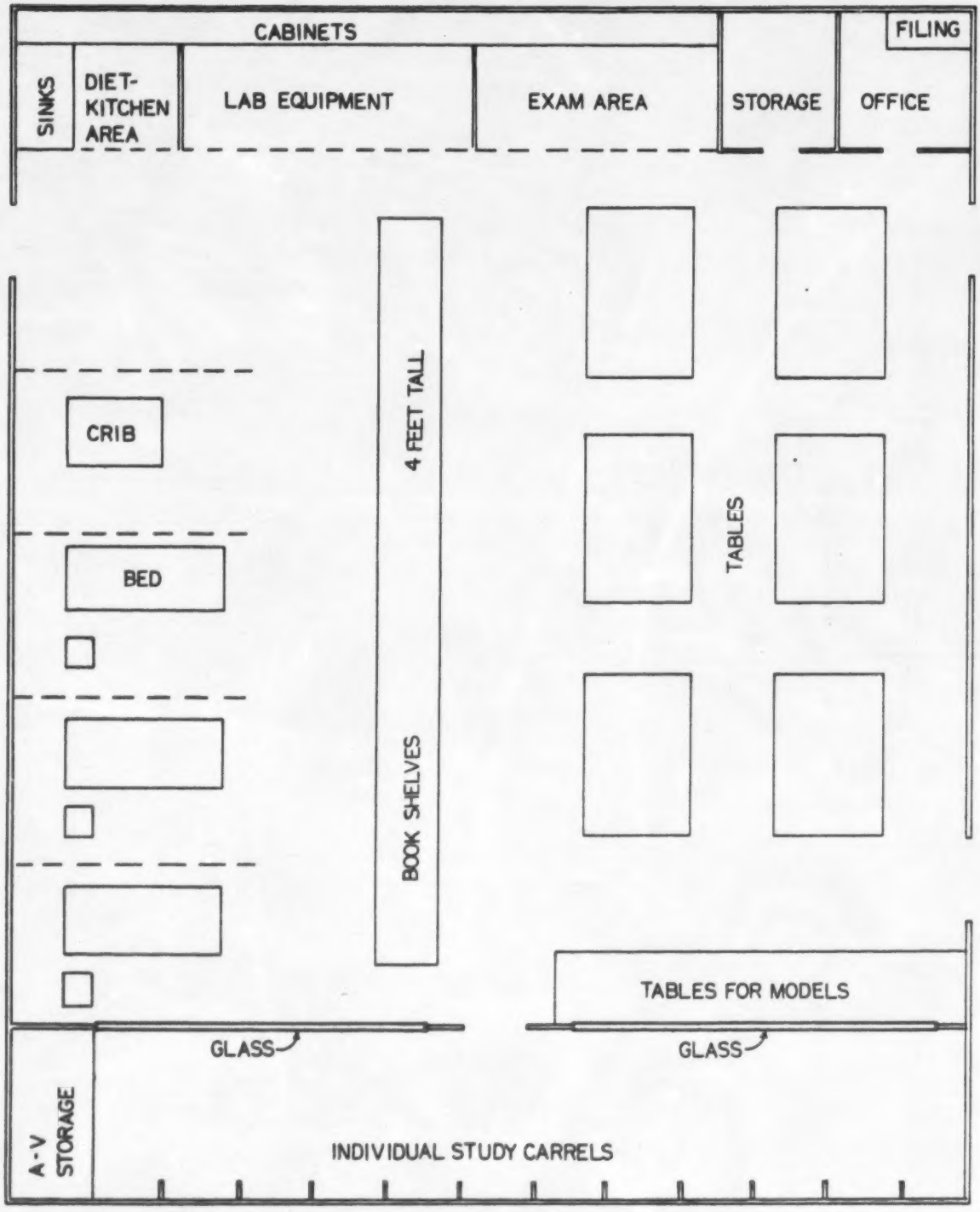
Scale: 1" = 4'

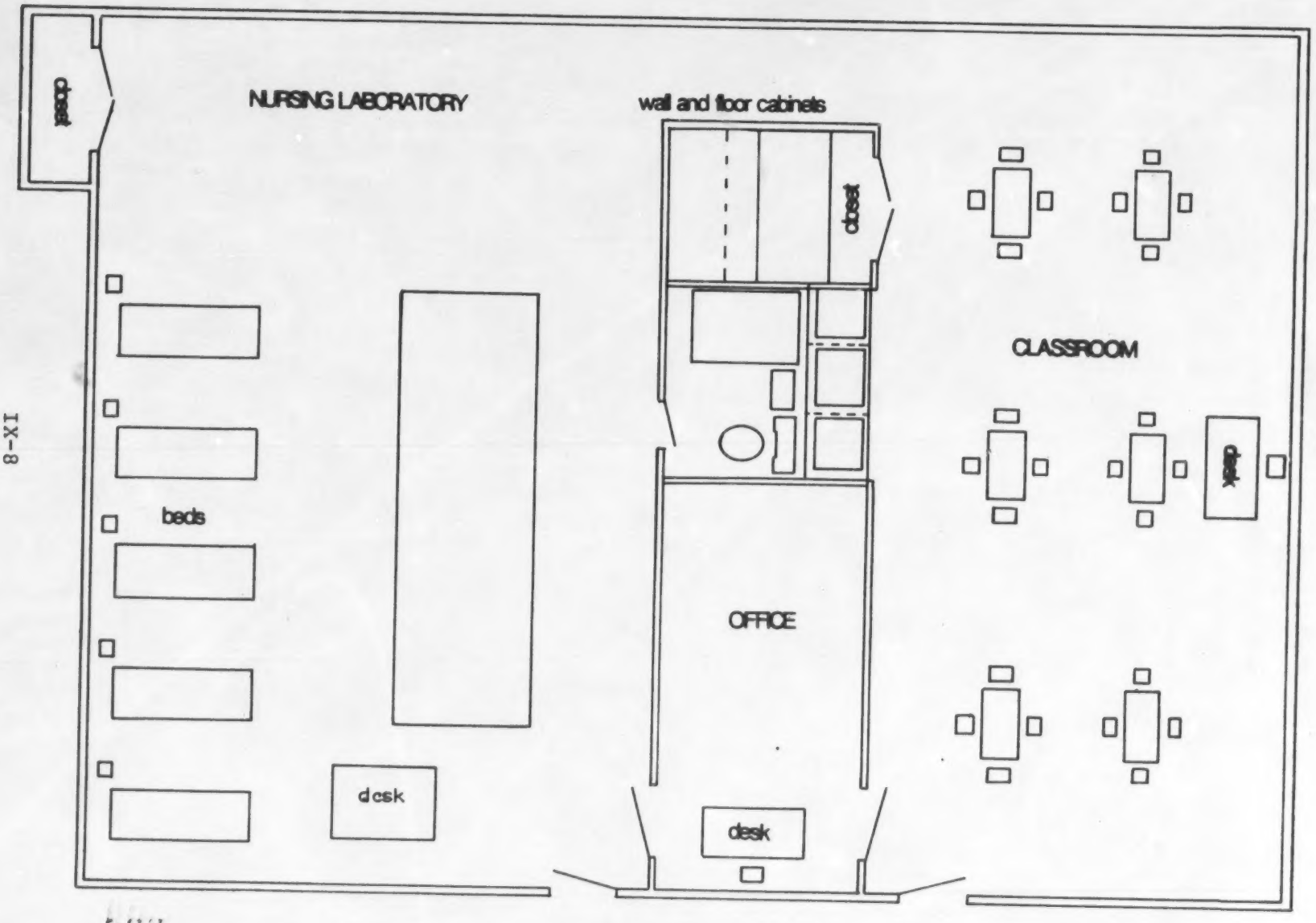

TRADE JOURNALS
CARRELS
REFERENCE BOOKS
WORK TABLE
STUDY TABLE
STUDY TABLE
AUDIO VISUAL STORAGE
LEARNING RESOURCE CENTER
(FOR MEDIUM SPACE)
STUDY TABLE
STUDY TABLE
IX-5


to lab
window
special storage
audiovisual storage
reference books
INSTRUCTOR
window
carrel
reference books
carrel
LEARNING RESOURCE CENTER
chalkboard
group seating
(FOR LARGE SPACE)
carrel
VTR PLAYBACK POSITION
carrel
carrel
carrel
carrel
carrel
screen

Scale: 1" = 4'

LABORATORY


CABINETS
FILING
SINKS
DIET-
KITCHEN
AREA
LAB EQUIPMENT
EXAM AREA
STORAGE
OFFICE
CRIB
BED
4 FEET TALL
BOOK SHELVES
TABLES
TABLES FOR MODELS
GLASS
GLASS
A-V
STORAGE
INDIVIDUAL STUDY CARRELS


closet
NURSING LABORATORY
wall and floor cabinets
closet
CLASSROOM
beds
OFFICE
desk
desk

IX-8

SECTION X

DEFINITION OF TERMS

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DEFINITION OF TERMS

1. AV's-Audiovisuals - May refer to any picture and/or sound media. (ie. slides, tapes, filmstrips, 16 mm films, etc.)

2. Checkpoint - A student-instructor interface point wherein the instructor may give the student a test, perform a demonstration, or simply provide the student with additional needed information or instructions. Also a checkpoint may be used for motivational purposes.

3. Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting the statement of a competency includes expected student outcomes in terms of knowledge, skills, and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.

4. Course - A grouping of tasks and competencies which have a common knowledge base or are within a given domain.

5. Criterion-Referenced Measure - An exercise based upon a performance objective, the accomplishment of which measures attainment of that objective.

6. Criterion-Referenced Test - A test designed to measure student competencies based on job or industrial standards.

7. Curriculum Guide - A document containing the objectives, content, organization, and structure of an instructional program. It is designed for use by administrators, instructional supervisors and teachers.

8. D.O.T. - Abbreviation for Dictionary of Occupational Titles. Document provides nine digit codes identifying each occupation.

9. Duty - One of the distinct major activities involved in the work performed, comprising related tasks.

10. Exit Point - A predetermined point within an instructional program in which a student may exit with the essential competencies for a specific job. Usually defined in terms of D.O.T. codes and/or O.E. codes.

11. "Hands-On" - Statement implying the student is physically involved in a learning activity.

12. Individualized Instruction (I.I.) - A system of instruction allowing for a student to progress at their fastest rate.

13. Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.

14. Job Sheet - (Or Operations Sheet) - A project of a performance nature. Generally performed by the student in a lab or shop type environment or in a specialized work area.

15. Live Work - Generally refers to items brought into the course area for repair or adjustment. Examples of live work might be automobiles, radios and TV's, air-conditioners, etc. Another form of live work would be patrons visiting the cosmetology department to receive permanents or other services.

16. Master Copies - Original copies of slides, tapes or written materials set aside for the purpose of duplication.

17. Occupational Cluster - A group of occupations sharing a common core of competencies. Georgia's comprehensive high school vocational program is organized around this concept.

18. Occupational Inventory - A listing of tasks to be performed in a particular occupational area, grouped under duty classifications.

19. O.E. - Refers to the U. S. Office of Education. O.E. codes are a classification system (taxonomy) for occupational education programs.

20. Open Entry - Term meaning that a student may enter the program at any time and does not have to wait for quarter or semester breaks.

21. Open Exit - Term meaning that a student may leave a program any time he/she completes their occupational objective.

22. Performance Guide - A series of steps, arranged in a sequence ordinarily followed, which when completed may result in the performance of a task. Also called "teaching steps."

23. Performance Objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It possesses each of the elements or characteristics specified below:

    a. Condition - The testing situation confronting the learner is clearly specified. This includes equipment provided or withheld, environmental constraints such as temperature, space, etc.

b. Performance - The specific behavior expected of the learner is stated.

c. Standard - The degree of acceptable performance is specified.

24. Performance Test - A test entailing not only the ability to answer questions, but measuring the students' ability to operate, manipulate, or perform a given task as well.

25. Program - An organized sequence of courses leading to an occupational objective. A program may contain one or more student exit points as defined by D.O.T. codes.

26. Program Objective - The outcome of a prescribed program of instruction. Usually expressed in terms of the occupation or job for which training is designed. D.O.T. codes are frequently used to identify program objectives or student exit points.

27. Self-Paced - Refers to a student moving through the prescribed training program at the fastest pace at which the student can meaningfully learn.

28. Sequencing - Putting any set or series of learning activities or tasks into proper order or sequence. Normally arranged from the simple to complex within groupings or blocks.

29. Software - Written or printed materials, slides, filmstrips, tapes, etc.

30. Student Manual - A document designed for use by students in a specific instructional program. It contains unit sheets, references, operational procedures or job sheets, etc.

31. Task - The smallest division of work in which a measurable output occurs. A logical and necessary step in the performance of a duty.

32. Task List - A listing of tasks performed by incumbent workers within a domain of interest. An example is a listing of all tasks performed by an automotive mechanic or by a worker in ornamental horticulture.

33. Unit - One "module" training materials; generally covering one learning task and programmed on one Unit Sheet. May cover more than one lesson.

34. Unit Guide - A curriculum guide sheet that lists a task and objective with the instructional activities, instructional materials, evaluation and approximate time required for a student to successfully complete the task.

35. V-TECS Catalog - A comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and related data, organized by a job structure or career ladder within a domain of interest.

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II - Loydia Webber, Vocational Equity Coordinator
Title VI - Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX - Evelyn Rowe and Myra Tolbert, Coordinators
Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.